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ABSTRACT

The guide provides examples of concepts, objectives, classroom activities, and resources appropriate for integrating career education into existing curricula, K-14. The guide's chapters for grades K-3 and 4-6 (26 and 40 pages respectively) contain detailed lesson plans which correlate appropriate development concepts with each of the components of life (self, work world, and career planning). Each lesson plan also lists general objectives, behavioral objectives, curriculum considerations, resources, activities, and evaluations for each such combination. The chapter for grades 7-9 (158 pages) follows the same format but is subdivided by subject area: fine arts, home economics, industrial arts, language arts, science, and social studies. The chapter for grades 10-12 (294 pages) covers: business education, communications, fine arts, foreign languages, home economics, industrial arts and vocational education, mathematics, science, and social studies and psychology. The chapter for grades 13-14 (109 pages) covers: communications, industrial education, electric power, plastics, and marketing. Two brief chapters discuss the role of the counselor and the local vocational education coordinator. Two supplementary reports present a blueprint for implementing career education and a component expansion of the career education model. (JR)

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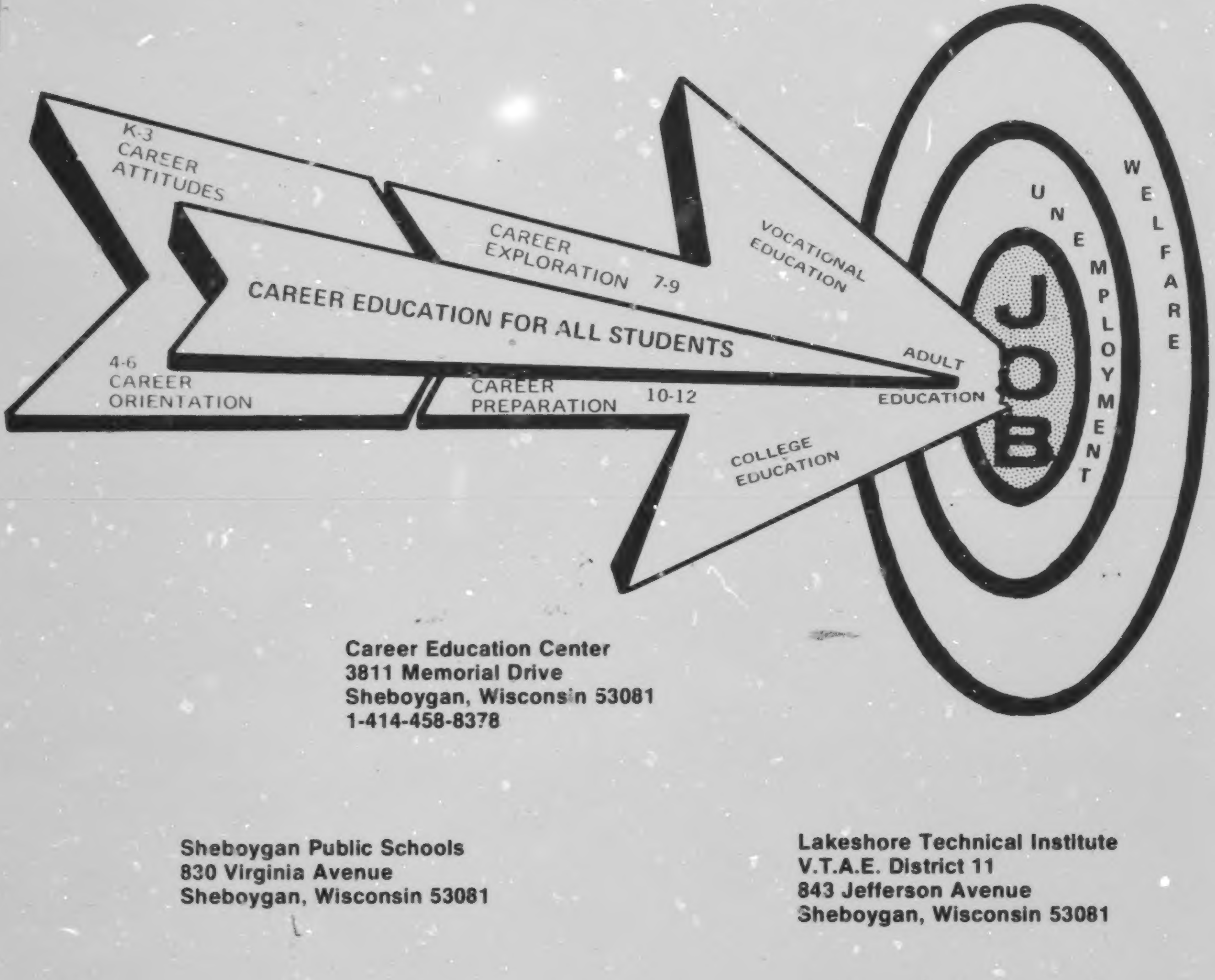
K-14
CAREER EDUCATION GUIDE


K-3
CAREER
ATTITUDES
4-6
CAREER
ORIENTATION
CAREER
EXPLORATION 7-9
CAREER
PREPARATION 10-12
CAREER EDUCATION FOR ALL STUDENTS
VOCATIONAL
EDUCATION
ADULT
EDUCATION
COLLEGE
EDUCATION
JOB
UNEMPLOYMENT
WELFARE

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CAREER EDUCATION GUIDE
TABLE OF CONTENTS

Table Of Contents 1
Introduction 2
Explanation Of Career Development Models 4
Career Development Scope & Sequence Model 6
Career Development Model 7
Vertical & Horizontal Example For Model Expansion 7
Chapter 1 — Grades K-3 9
Chapter 2 — Grades 4-6 35
Chapter 3 — Grades 7-9 75
  Fine Arts 77
  Home Economics 109
  Industrial Arts 123
  Language Arts 165
  Science 205
  Social Studies 233
Chapter 4 — The Role Of The Counselor — Grades K-14 291
Chapter 5 — The Role Of The LVEC In Career Education 303
Chapter 6 — Grades 10-12 309
  Business Education 311
  Communications 347
  Fine Arts 381
  Foreign Language 405
  Home Economics 425
  Industrial Arts & Vocational Education 457
  Mathematics 505
  Science 535
  Social Studies & Psychology 551
Chapter 7 — Grades 13-14 603
  Communications 605
  Industrial Education 647
  Electric Power 649
  Plastics 657
  Marketing 661

INTRODUCTION

Career Education Guide

The Lakeshore Technical Institute - Sheboygan Public Schools' 1972 Career Education Summer Workshop has made considerable additions to the original Guide produced during the summer of 1971.

These workshops were possible because of an "articulation" project written by Mr. Ed Falck, Lakeshore Technical Institute, and Mr. Jerry Schoenike, Vocational Coordinator, Sheboygan Public Schools.

Mr. Fred Nierode, District Director of Lakeshore Technical Institute, and Dr. Warren Soeteber, Superintendent of Sheboygan Public Schools, had the foresight to encourage the authors to develop the project for federal approval. Assistance from state level agencies was given by Mr. Dick Roberts of the Wisconsin Department of Public Instruction and Mr. Roland Krogstad of the Wisconsin Board of Vocational and Adult Education.

The workshops were funded by the United States Government, Department of Health, Education and Welfare, Office of Education, under Grant # OEG-0-71-1027(361).

Working consultants to assist workshop participants in the 1972 workshop were Mr. Jack Puffer (Counselor, Franklin High School), Mr. Marv Schroeder (Curriculum Specialist, Lakeshore Technical Institute), and Mr. Charles Ma (Media Specialist, Lakeshore Technical Institute).

Inspirational speakers were Dr. Gene Bottoms (Georgia Department of Public Instruction), Dr. Don Willie (University of Wisconsin, La Crosse), and Dr. Merle Strong (University of Wisconsin, Madison).

Local business and industry provided important assistance to support workshop activities. Planning, organizing and operation of the workshop was done by Charles Bingner (Project Director), Terry Seifert (Secondary Consultant) and Darryl Sheggrud (Elementary Consultant).

Dr. James Fisher of the State Board of Vocational and Adult Education and Dr. Richard Roth (Wisconsin Department of Public Instruction) provided supervision and liaison from the state level.

Dr. Carlyle Gilbertson (University of Wisconsin, Stout) and Drs. Donald Jorgenson and Roger Herold (University of Wisconsin, Oshkosh) assisted the workshop in offering graduate credit to workshop participants.

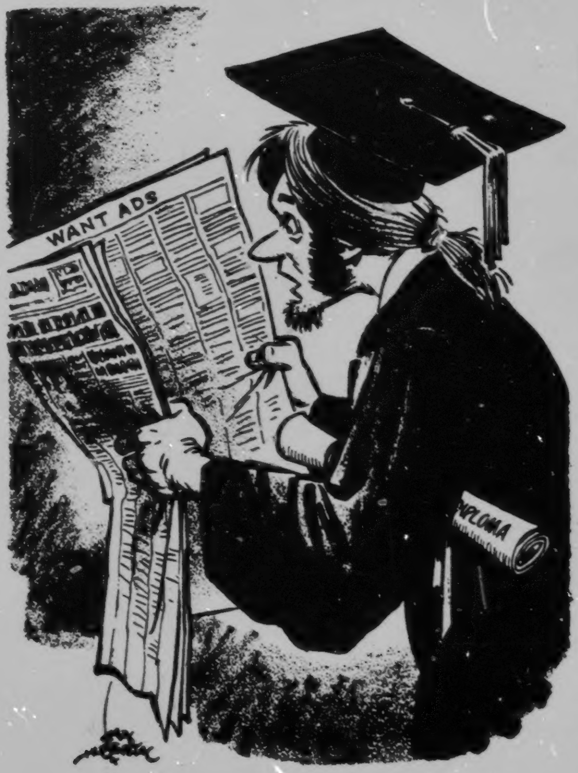
This guide was created by 11 counselors and 76 teachers using the Wisconsin State Guide for Career Development as the basic tool. In addition to the Wisconsin State Guide for Career Development, they used the local Career Education Guide produced in the July, 1971, workshop.

The 1972 Career Education Guide was developed especially for use in four (4) model schools in Sheboygan: U.S. Grant Elementary, Horace Mann Junior High, North Senior High and Lakeshore Technical Institute.

The guide provides specific examples of concepts, objectives, classroom activities and resources appropriate for integrating Career Education into existing curriculum. Counselor and L.V.E.C. role definitions in the guide provide for curriculum input in order to further improve career opportunities and placement for all students.

For effective implementation, it is essential that encouragement and support be provided by administrators and school boards. Because of the severity of the problems in our society which have brought about the need for Career Education, the school alone cannot solve the problems. Business, Industry and the total community must become actively involved.

A NEED FOR RELEVANCY



Now comes the real education

EXPLANATION OF CAREER DEVELOPMENT MODELS

A. Career Development Scope and Sequence Model

This chart shows the sequential flow of all sixteen basic career development concepts. The use of the code makes it readily observable at which levels each of the concepts are to be Introduced, Developed or Emphasized.

Concepts I (one) through VII (seven) are to be Introduced at the Primary Level (Grades K-3), Developed at the Intermediate Level (Grades 4-6), and Emphasized at both the Junior and Senior High School Levels (Grades 7-12). Concepts VIII (eight) through XIV (fourteen) are to be Introduced at the Intermediate Level (Grades 4-6), Developed at the Junior High School Level (Grades 7-9), and Emphasized at the Senior High School Level (Grades 10-12). Concepts XV (fifteen) and XVI (sixteen) are to be Introduced at the Junior High School Level (Grades 7-9) and Developed at the Senior High School Level (Grades 10-12).
GRADES 13-14 - Emphasize All XVI (Sixteen) Concepts

B. Career Development Model

This symbolic triangle shows how the career development of an individual is based on the interaction of the three basic components of life; SELF, WORK WORLD, and CAREER PLANNING. Each one of these components is influenced by the individual factors listed below the large triangle. CAREER PLANNING is influenced by the factors of Information Giving; Family, Peers, and Community; Education and Training. WORK WORLD is influenced by the factors of Social, Economic, and Political environment; Individual Psychological environment; and Structure and Nature. SELF is influenced by various factors within the individual as well as the various factors outside of the individual.

The interaction of these factors and components compose the essence of the various decision making processes which each individual makes throughout his life time. The result of these decision making processes in each of the component areas of SELF, WORK WORLD, and CAREER PLANNING AND PREPARATION is an EMERGING SELF AND CAREER IDENTITY.

This SELF AND CAREER IDENTITY is a developmental process which continues throughout the life time of an individual. Often it is not until an individual realizes the significance of the short time he has to live on the earth, that he seriously considers all the factors and components that have affected his life to that point, and makes a successful and happy SELF AND CAREER IDENTITY.

C. Verticial and Horizontal Example for Model Expansion

This symbolic cube shows the physical make up of each of the concepts in this curriculum guide. Concept I is listed as an example and each of the topic headings show the expansion of that concept in the curriculum. General Objectives are listed for this concept. Behavioral Objectives are listed for each General Objective. Curriculum Considerations are also listed for each Behavioral Objective and include the subject areas into which the Behavioral Objectives will be integrated. Resources, Activities, and Evaluation are also listed for each Behavioral Objective. The whole cube is one entire Concept for career development at all grade levels from Kindergarten through twelfth grade.

CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL

	Elementary School				
	Primary (Gr. K-3)	Intermediate (Gr. 4-6)	Jr. High (Gr. 7-9)	Sr. High (Gr. 10-12)	POST H.S.
	Middle Childhood	Late Childhood	Early Adolesence	Adolesence	ADULT
Concepts I	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
II	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
III	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
IV	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
V	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
VI	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
VII	000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
VIII.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
IX.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
X.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
XI.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
XII.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
XIII.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
XIV.		000000000000000000000	:::::::::::::::::::::	XXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXX
XV.			00000000000000000000	:::::::::::::::::::::	XXXXXXXXXXX
XVI.			00000000000000000000	:::::::::::::::::::::	XXXXXXXXXXX

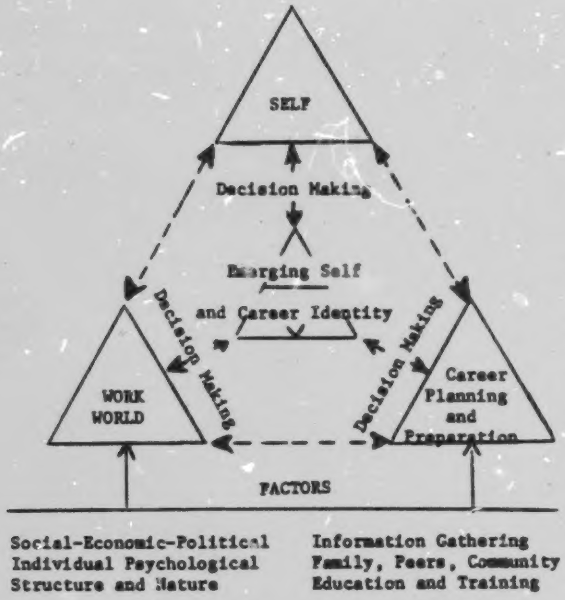
Introduce	00000000000
Develop	:::::::::::
Emphasize	XXXXXXXXXXX

CAREER DEVELOPMENT CONCEPTS*

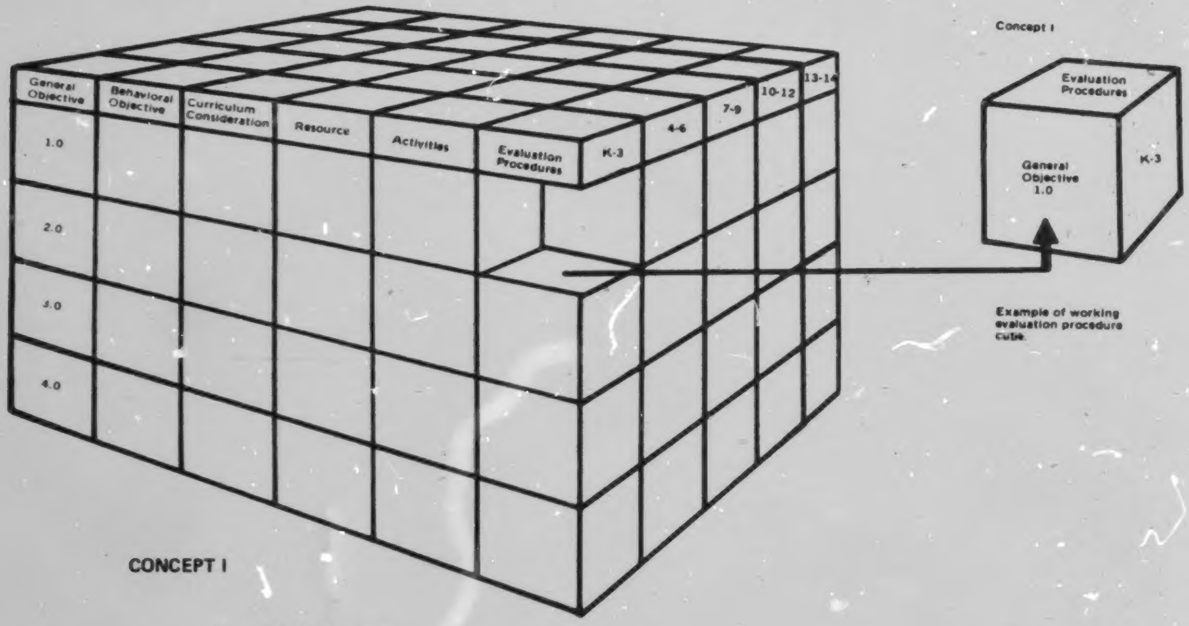
I. An understanding and acceptance of self is important throughout life.
II. Persons need to be recognized as having dignity and worth.
III. Occupations exist for a purpose.
IV. There is a wide variety of occupations which may be classified in several ways.
V. Work means different things to different people.
VI. Education and work are interrelated.
VII. Individuals differ in their interests, abilities, attitudes and values.
VIII. Occupational supply and demand has an impact on career planning.
IX. Job specialization creates interdependency.
X. Environment and individual potential interact to influence career development.
XI. Occupations and life styles are interrelated.
XII. Individuals can learn to perform adequately in a variety of occupations.
XIII. Career development requires a continuous and sequential series of choices.
XIV. Various groups and institutions influence the nature and structure of work.
XV. Individuals are responsible for their career planning.
XVI. Job characteristics and individuals must be flexible in a changing society.

* (Concepts have NO Rank Order)

CAREER DEVELOPMENT MODEL

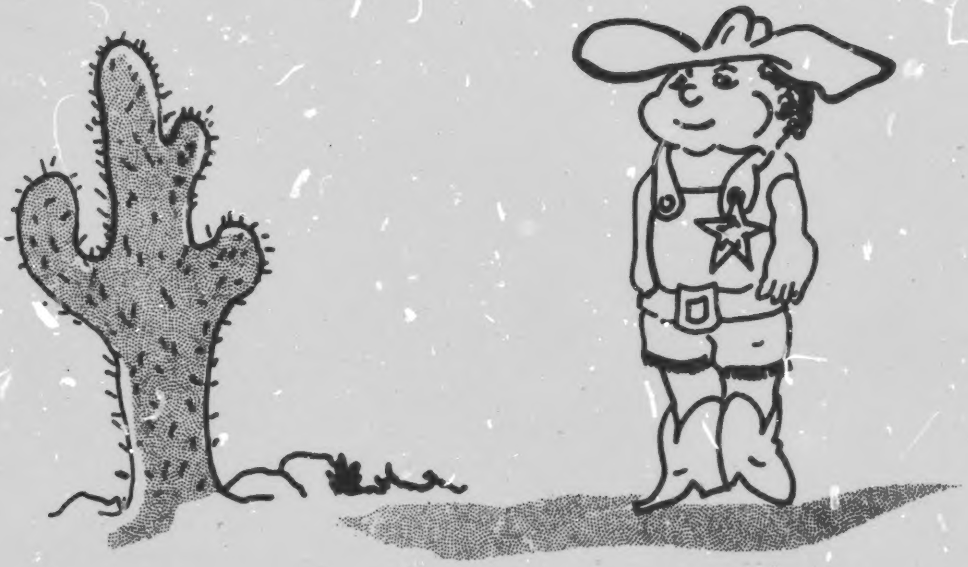

SELF
Decision Making
Emerging Self
and Career Identity
Decision Making
Decision Making
WORK WORLD
Career Planning and Preparation
FACTORS
Social-Economic-Political
Individual Psychological
Structure and Nature
Information Gathering
Family, Peers, Community
Education and Training

VERTICAL AND HORIZONTAL EXAMPLE FOR MODEL EXPANSION


General Objective
Behavioral Objective
Curriculum Consideration
Resource
Activities
Evaluation Procedures
K-3
4-6
7-9
10-12
13-14
1.0
2.0
3.0
4.0
Concept I
Evaluation Procedures
General Objective 1.0
K-3
Example of working evaluation procedure cube.

CONCEPT I

An understanding and acceptance of self is important throughout life.



VOCATIONAL DEVELOPMENT

1. Fantasy state – assumes the role of an adult in fantasy. "Dreaming" is concerned with the ends or results of work.
2. Occupational exploration often becomes a matter of role-taking in play.
3. Concept of self as student, boy or girl, and friend emerges.
4. Sex role behaviors are being developed.
5. Value of "work" is being learned.
6. Independence in the youth community (school, church, and youth organizations) begins to emerge.

Divider pages adapted from Growth and Development Booklet by Wilfred J. Pierick and Howard F. Swonigan, Youth Development Specialists, University Extension, University of Wisconsin. The art work in this publication is by Dale Mann.

RATIONALE FOR GRADES K - 3

The results of the Career Development Workshop should be of public concern. When the concepts are properly developed, they will have an impact on career decisions of the future, and therefore, it should be of particular concern to educators. Many teachers are already incorporating some of the concepts of career development into their teaching programs. A guide should be a resource supplement of ideas and materials rather than an extra responsibility. This guide is to be used as a tool; the activities given are merely suggestions. A teacher, when inspired, will find many creative ways to use this guide and include career development in the curriculum.

The K-3 section introduces the first seven concepts. The child should be made aware of the dignity and worth of work, be introduced to the various occupations and helped to become aware of his own potential.

In keeping with the current philosophy of personalizing instruction, the format of the primary guide is intentially designed in a way that can be adapted to any educational structure. Although grade levels have been eliminated, an attempt has been made to list activities in the order of their complexity.

One-Week Participants:

Lamae Lemkuil - Grant Elem., Sheboygan

Three-Week Participants:

Janita Holgate - Grant Elem., Sheboygan
Edith Kuenne - Jackson Elem., Sheboygan
Isabel Lienau - Grant Elem., Sheboygan
Dorothy Milroy - Grant Elem., Sheboygan
Greg Sather - Grant & Lincoln Elem., Sheboygan
Ruth Stovall - Grant Elem., Sheboygan
Ruth Travis - Jackson Elem., Sheboygan
Sue Watson - Grant Elem., Sheboygan
Marilyn Weber - Random Lake Elem., Random Lake

SELF

Grades K-3
To be introduced

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 1 - Begin to recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: a) The child will be able to list personal attributes that give him an identity.

Curriculum Considerations: Language arts, art, math, music, science.

Resources	Activities	Evaluations
Songs: (Mead Library) "Who Am I?"--Follet "Looby Loo" "Hokey Pokey" "Simon Says" "Dry Bones" Books: (Mead Library) What's Your Favorite Smell, My Dear? By Gibson, Myra What Is Your Favorite Thing to Touch by Gibson, Myra	1. To get acquainted with physical self a) Choose a partner and trace one another's body. b) Use songs and games to identify parts of the body. c) Read stories, show pictures, and do activities dealing with the senses. d) Describe personal appearance, using mirror.	Give five words to describe self. Have two children work as a team. Give five words to describe each other. Write or tell a story in which two characters have different attributes.
Filmstrips: Getting to Know Me Series "Strike Three! You're In" "A Boat Named George" "Listen! Jimmy!" "People are Like Rainbows" (Society for Visual Education) (LTI Career Information Center)	2. Keep a personal growth chart, birth date, finger prints, foot prints, height, weight. 3. Draw pictures using live models to depict oneself in various poses.	
Mirror		
Educational TV--Channel 10 Program--"All About Me"	4. View TV program--All About Me."	
Focus on Self Development Kits Units A,B,C,D, (Science Research Associates) (LTI Career Information Center)	5. View filmstrips dealing with personal attributes.	
Tape Recorder		
Old magazine pictures and words.		
Filmstrip Viewer		

Resources	Activities	Evaluations
Filmstrips: "Joy of Being You" (Scholastic) "Who Do You Think You are" (Guidance Associates) (LTI Career Information Center)	6. Record child's voice in group activity and have him identify his own voice.	
	7. Draw self-portrait. Find words in magazines to describe self and paste under picture.	
	8. Draw family portrait, and discuss child's position in family. Label parents and siblings.	

SELF

Grades K-3
To be introduced

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 2 - Begin to develop an awareness that there is a continuous interaction between ones knowledge and acceptance of self and his emerging life style.

Behavioral Objective: a) Given an opportunity to discuss various emotions, the child will be able to analyze the behavior resulting from those emotions to determine interactions that are present.

Curriculum Considerations: Language arts, social studies.

Resources	Activities	Evaluations
Books: Feelings by Dunn (Children's Press) Development Through Drama by Way, Brian Improvisation by Way, Brian Little Rabbit Who Wanted Red Wings by Bailey Jack Is Glad and The Things in the Pool by Steiner The Umbrella by Yashima Kits: "Focus on Self Development" Kit, Units C,D,K,L,M,N,O,P (Science Research Associates), (L.T.I. Career Information Center) DUSO Kit (American Guidance Service, Incorporated), (L.T.I. Career Information Center) Adventures in Living Kit Units 1,2 "The Classroom" "The Neighborhood" (Western Publishing Company) (L.T.I. Career Information Center)	1. Use books or pictures to develop vocabulary words that describe emotions. 2. Use creative dramatics to show various emotions. 3. Show filmstrips or listen to records that deal with feelings. 4. Show and discuss pictures or photoboards that depict emotional problems of young children. 5. Show filmstrip that deals with learning to get along with others.	Completion of open end statements: a) Most of the time I feel ___________ b) I am happy when ___________ c) I am sad when ___________ d) I am afraid when ___________ e) Sometimes I can tell how you feel by ___________ f) Sometimes you can tell how I feel by ___________

Resources	Activities	Evaluations
Kits: (cont) Words in Action Kit Role Playing - Photo Boards (Holt, Rinehart, Winston) (L.T.I. Career Information Center)	6. View filmstrips and film and listen to cassettes to learn more words for feelings, learn that feelings, goals, and behavior are dynamically related, and learn to talk more freely about feelings.	
Filmstrips: "Learning to Live Together" Series, Parts I and II Ages 8-12 (Society for Visual Education), (L.T.I. Career Information Center) Making Friends Series "How Do You Rate At Home?" "How Do You Rate At School?" "How Do You Rate With Your Friends?" (BFA Educational Media) (L.T.I. Career Information Center) Little Citizen Series "Raggedy Elf" "The Boy" (Society for Visual Education), (L.T.I. Career Information Center) "Who Do You Think You Are" (Guidance Associates) (L.T.I. Career Information Center) "All Kinds of Feelings" "Do You Believe in Wishes" (Scholastic), (L.T.I. Career Information Center) 16 mm films: "What to Do About Upset Feelings" (Coronet Films) (L.T.I. Career Information Center) "Values: Understanding Ourselves" (BFA Educational Media) (L.T.I. Career Information Center)	7. Read stories dealing with emotions.	

SELF

Grades K-3
To be introduced

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 3 - Discover that perople bring dignity and worth to their job.

Behavioral Objective: a) In a given situation the pupil will be able to identify the characteristics of dignity and worth. Examples: pride, satisfaction, honesty, responsibility, personal appearance.

Curriculum Considerations: Social studies, health, music, language arts.

Resources	Activities	Evaluations
Books: The Little Engine That Could by Bragg, Mabel Little Toot by Gramatky, Hardie Crow Boy by Hashima, Taro	1. Read a story showing a struggle for worth, such as Little Toot, The Little Engine That Could, Crow Boy, The Little Red Caboose	Teacher observation. List the characteristics of dignity and worth. (Pride, satisfaction, honesty, responsibility, personal appearance)
What Did You Say, Dear? by Sesyle Joslin	2. Elicit aid of any member of school family to describe job responsibilities.	Dramatize situations calling for manners and courtesy to show that others have dignity and worth.
16 mm films: "The Lemonade Stand: What's Fair?" (2-3 grades) (Encyclopedia Brittannica) (L.T.I. Career Information Center)	3. Play a record and have children march with dignity as in a royal procession.	
Filmstrips: "Our School Workers" (McGraw-Hill) (L.T.I. Career Information Center) Little Citizen Series: "The Little Cloud" "The Newspaper Boy"	4. Read stories and view filmstrips dealing with manners and courtesy.	
The Wonderful World of Work series (Edu-Craft,Inc.) (L.T.I. Career Information Center)	5. Invite a nurse to discuss good grooming and cleanliness.	
Marching Music School Personnel	6. Discussion of personal appearance as it relates to job image (Some perople wear uniforms: Girl Scouts, Boy Scouts)	

SELF

Grades K-3
To be introduced

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 3 - Discover that people bring dignity and worth to their job.

Behavioral Objective: b) Given an occupation, the pupil will be able to explain how people bring dignity and worth to the jobs involved.

Curriculum Considerations: Social studies, music, language arts.

Resources	Activities	Evaluations
School personnel Community worker	NOTE: Objectives 3 and 4 are closely related. A single activity may provide opportunity to develop both concepts.	The pupil should be familiar enough with words about dignity and worth to be able to describe what would be expected of workers named by teacher. (Oral or written).
Songs: "Bling Blang" "I've Been Working on the Railroad." "Whistle While You Work" "Hi, Mr. Electricman"	1. Ask a member of the school family (nurse, custodian, librarian, telephone personnel) to describe job responsibilities.	
Books: This is Music(K), Silver Burdette This is Music Series, (Allyb Bacon Company)	2. Invite a community worker to come to school and explain his job. (If he is a parent from your class, this also enhances the child's dignity and worth).	List the characteristics of dignity and worth. (Pride, satisfaction, honesty, responsibility, personal appearance).
16 mm films: "The Policeman" "The Mailman" (Encyclopedia Britannica)		
Filmstrips: Community Helper Series (L.T.I. Career Information Center) "Where Our Daddys Work" (Eye-Gate) (L.T.I. Career Information Center) "School Helpers" "They Need Me" (Educational Reading Service)	3. Take a field trip to observe people at work. Have class identify ways workers demonstrate dignity and worth. Suggestion: Fire Department: Pride in personal appearance. Pride in appearance of the station. Pride in appearance of equipment. Satisfaction in service they perform. Responsibility for self and fellow workers.	
Study Prints: Picture Story Study Print Set (Society of Visual Education)		

SELF

Grades K-3
To be introduced

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Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 4 - Discover that work provides the opportunities for one to enhance his dignity and worth.

Behavioral Objective: a) The child will be able to tell ways in which work provides opportunity to enhance dignity and worth.

Curriculum Considerations: Social studies, language arts, physical education.

Resources	Activities	Evaluations
Safety Patrol students 16 mm. films: "Our Community Services" (Encyclopedia Britannica) (L.T.I. Career Information Center) "Why Fathers Work" (Encyclopedia Britannica) "Jobs in the City" "Women at Work" (Centron Films) (L.T.I. Career Information Center) "People Who Work at Night" (Film Associates) (Grant Elementary School) Filmstrips: "True Book Community Helpers" "Community Workers and Helpers" (Sets 1 and 2) "Developing Basic Values" (Society for Visual Education) (L.T.I. Career Information "Community Helpers" (Sets 1 and 2) (McGraw Hill) (L.T.I. Career Information Center) "My Mother Has a Job" (Eye-Gate) (L.T.I. Career Information Center) Study Prints: "Modern Negro Contributors" (Afro-American Publishing Company, Inc.) (L.T.I. Career Information Center)	NOTE: This objective ties in very closely with concept V, general objective 21. 1. When assigning room responsibilities which everyone wants to do, take time to discuss why pupils like to do the tasks. Do some tasks make you feel more important than others? How do you feel when you are chosen to take a note to another room or to the office? Do you like to work on the student council? Is it more fun to be the leader of a group? What responsbilities come with the honors? 2. Discuss home jobs. What jobs do you like? Which do you hate? Why? Have children make a picture or write a story telling which job the child likes and which he hates. 3. Discuss why people work. Reasons given might be: To earn a living, to help other people, to make a better life for your family, for recreation. 4. Have safety patrol come in to discuss what things make him feel dignified and which things make him feel less dignified.	List ways in which a job can be meaningful, enjoyable, and purposeful. Given a specific job, the student will be able to identify ways in which the job may enhance dignity and worth.

Resources	Activities	Evaluations
Kits Adventures in Living kit Unit 4 - "The City" (Western Publishing Company) (L.T.I. Career Information Center)	5. Learn songs about work.	
Books or magazine articles about famous people Books about feelings	6. Have students interview members of the school family or members of the community to find out responsibilities of their job.	
Books: *People of Destiny* series *Open Door Book* series (Children's Press) (L.T.I. Career Information Center)	7. View a community worker film or filmstrip and discuss how worker brings dignity and worth to their jobs.	

WORK WORLD   Grades K-3   Factors: Social-Economic-Political (11)
To be introduced   Individual Psychological (13)
Structure and Nature (15)

Concept: III - Occupations exist for a purpose.

General Objective: 11, 13, 15 - Begin to recognize that occupations develop from and to fulfill the social needs of society.

Behavioral Objective: a) The child will be able to identify and describe occupations that have evolved to meet the needs of a changing society.

Curriculum Considerations: Language arts, social studies.

Resources	Activities	Evaluations
Magazine pictures. Study prints on occupations. "Urban Life" "Community Helpers" (Society for Visual Education)	1. Ask father or mother to tell what their job is and tell how it helps others. Report to class.	Draw or collect pictures of people doing work. Classify according to basic physical needs--food, shelter, clothing.
Peabody Kit II 16 mm films: "Our Community Services" "Why Fathers Work" "The Mayor"	2. Select any basic need and discuss or collect pictures of occupations that have arisen from this need.	Children will [illegible] able to describe two jobs under each need category.
"The Hospital" "The Supermarket" "Bread" "The Mailman" "The Doctor" "The Fireman"	3. Have child act out an occupation. Let class guess occupation and the need it meets.	
(Encyclopedia Britannica) (L.T.I. Career Information Center)	4. View films relating to occupations that meet needs of changing society.	
Books: Families and Their Needs Communities and Their Needs People Use the Earth (Silver Burdette Series)	5. Read stories that deal with occupations relating to basic needs.	
Filmstrips: "Living With Your Family" (Society for Visual Education) (L.T.I. Career Information Center)	6. Field trip to observe occupations that have been created to meet needs.	
Wonderful World of Work Series "Wally the Worker Watcher" (Edu-Craft, Incorporated) (L.T.I. Career Information Center)		

Resources	Activities	Evaluations
Transparencies: "People Who Help Our Community" (Educational Reading Service) Kits: Adventures In Living Kit Units 3 and 4 "The Country" "The City" (Western Publishing Company) (L.T.I. Career Information Center)		

[illegible] Grades K-3 Factors: Social-Economical-Political
To be introduced Individual Psychological (14)
Structure and Nature (16)

Concept: [illegible] - Occupations exist for a purpose.

General Objective: 12, 14, 16 - Begin to understand and become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective: 4, The pupil will be able to cite examples that show how various occupations have helped his family and neighbors to have a better life.

Curriculum Considerations: Social studies, language arts, math,/science, music.

Resources	Activities	Evaluations
Small machines: typewriter, iron, osterizer, etc. Song: "Here We Go Round the Mulberry Bush"	1. Show a piece of small machinery and discuss how it has helped contribute to a better life.	Draw a picture of a worker who has helped your family have a better life. Have different groups create a play to contrast old ways and new ways of production.
County Museum, Wade House at Greenbush Bowman's General Store South 12th Street	2. Dramatize songs related to work activities. Compare old and new methods of work.	
Books: Counting Systems: The Familiar and the Unusual by Luce, Marnie. One-Two-Three and Many by Russell, Solving Paulson.	3. Field trips to places where old and new occupations can be compared.	
The Day the Numbers Disappeared by Simon, Leonard Numbers by Waller, Leslie (Grant Elementary School)	4. Compare early number systems to present day number systems.	
Travel folders, old catalogs	5. Draw, collect pictures or toys that compare old and new ways of production.	
16 mm film: "History of Motion Picture" (Mead Public Library) by (Sterling Films) "Careers in Film Making" (Educational Dimensions Corporation)	6. View an old and a new film.	

Resources	Activities	Evaluations
Books: About Series "About Friendly Helpers For Health and Society" "About Dr. John" "About Family Helpers" "About Friendly Helpers Around Town" "About Helpers Who Work at Night" "About School Helpers" (Children's Press) (L.T.I. Career Information Center) Filmstrips: Little Citizens Series "Mighty Hunter" "The Boy" (Society for Visual Education) (L.T.I. Career Information Center)	7. List ways in which child's family spends leisure time. What occupations have evolved from these interests? 8. Study biographies of inventors. Discuss how inventions have improved living. 9. Interview a professional person to learn how his occupation contributes to the advancement of society. 10. Have children report on trips to Bowman's General Store, South 12th Street Pioneer Village - Hawthorn Park Wabeka - Random (South) Milwaukee County Museum	

WORK WORLD

Grades K-3
To be introduced

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 23 - Begin to develop a recognition of the wide and increasing variety of occupations.

Behavioral Objective: a) Children will be able to develop a list of a variety of occupations.

Curriculum Considerations: Social Studies, language arts, music.

Resources

Filmstrips:
  World of Work Series
    "Wally the Worker Watcher"
    "Dairy Products"
    "Mail Delivery"
    "The Newspaper Boy"
    "The Junior Homemaker"
    "Drug Store"
    "Supermarket"
    "Service Station"
    "Electrical Services"
    "Gas and Oil Services"
    "Telephone Services"
(Edu-Craft, Incorporated)
(L.T.I. Career Information Center)

  Robert and His Family Series
(Society for Visual Education)
(L.T.I. Career Information Center)

"Community Workers and Helpers" Groups 1 and 2
(Society for Visual Education)
(L.T.I. Career Information Center)

Old magazine pictures

Trade journals

Books:
  True Book Series
  I Want to Be Series
  About Series
(Children's Press)

Activities

1. Neighborhood walks to observe kinds of work being done. Have children make pictures or mural, or make a chart as a group.

2. Have children keep a record of workers who came to their house.

3. Read books and view filmstrips dealing with occupations.

4. Have pupils cut out or draw illustrations of as many occupations as it is possible to find. Mount these on a large chart with masking tape so that they may be removed for reclassification.

5. To familiarize the child with occupations, play a phonic game. Teacher thinks of an occupation, tells child beginning sound with riddle-like description, child guesses occupation. (EX. I am thinking

Evaluations

Class made chart of occupations.

Give a list of five items and have child **name** occupations involved. Such as shirt, water, chair, bread, shoes, etc.

Resources	Activities	Evaluations
Books: (cont) _Come Work With Us_ (Sextant) (L.T.I. Career Information Center)	of a worker. His name begins with the sound of "f" and he works in the fields.	
This is Music Series (Allyn Bacon Company) (Grant Elementary School)	6. For vocabulary development, print cards with names of occupations. Let children match these with pictures on chart.	
Songs: "What Do You Want To Be When You Grow Up?" (Educational Reading Service)		
Kit: Best Word Program Ever (Western Publishing Company) (L.T.I. Career Information Center)	7. Have children make community worker puppets and dramatize.	
	8. Sing songs and play games pertaining to various occupations.	
	9. Have child make a list of the things he has done from the time he got up until he arrives at school. Discuss how their activities depend on various occupations. (EX.-Drinking milk-- Dairy workers Milkman Farmer	
	10. Physical education activity. Acting out work activities of occupations.	

WORK WORLD

Grades K-3
To be introduced

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: [illegible] - Begin to recognize the various ways of classifying occupations.

Behavioral Objective: a. Given a list, description or picture of occupations, the child will classify them according to goods or services produced.

Curriculum Considerations: Social studies.

Resources	Activities	Evaluations
Books: I Want to Be Series About Series True Book Series (Children's Press) (L.T.I. Career Information Center)	1. Discuss parents' occupations. Do they make something? Do they help someone?	Teacher will list occupations and children will classify.
Come to Work With Us Series (Sextant), (L.T.I. Career Information Center)	2. Develop the concept of goods and services: A good is a useful thing, and service is useful work.	Use pictures of jobs from chart in previous lesson. Reclassify pictures according to goods or services produced.
16 mm films: "Why Fathers Work" (Encyclopedia Britannica) (L.T.I. Career Information Center)	3. Examine books related to service or production workers.	Each child has a colored card with services on one side and goods on other. Occupation is given and flip card.
"Working Together" (Encyclopedia Britannica) (L.T.I. Career Information Center) "People Who Work At Night" (Film Associates) (Grant Elementary School)	4. Show 16 mm films, loops, or filmstrips dealing with services, (Mailman, policeman) and production (Foundry workers, assembly line).	
Filmstrips: "World of Work" (Edu-Craft, Incorporated) (L.T.I. Career Information Center) "Our Working World" Social Studies Series (Science Research Associates) (L.T.I. Career Information Center)	5. Have available a number of hats or pieces of equipment which suggest an occupation. (EX-fireman's or mailman's hat, nurses cap, hammer, toy tractor, etc.) Child chooses object, names the occupation and classifies it under goods or services.	

SELF

Grades K-3
To be introduced

Concept: V - Work means different things to different people.

General Objective: 5 - Become aware that there are different kinds of work.

Behavioral Objective: a) Given a list, description, or picture of occupations, children will be able to classify them under the three broad headings: jobs dealing with people, ideas, and things.

Curriculum Considerations: Language arts, social studies.

Resources	Activities	Evaluations
Filmstrips: Kindle Series "Who Am I" "What Do You Like To Do" (Scholastic) (L.T.I. Career Information Center)	1. View filmstrip to introduce the concept that jobs deal with things, people, and ideas.	Classify work pictures under three headings: jobs dealing with people, ideas, things. Each child pantomime an occupation. Class identifies and lists occupation under proper headings.
	2. Read stories showing different kinds of work.	
"Clothing" "Food" "Shelter" "Life on the Farm" (Encyclopedia Britannica) (L.T.I. Career Information Center)	3. Read or compose poems about occupations.	
Transparency: "People Who Help Our Community" (Educational Reading Service) (L.T.I. Career Information Center)	4. Interview a community worker and report to class.	
"Wonderful World of Work" (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	5. Select a community occupation and write a report. When presenting to class, wear clothes that represent that occupation.	
16 mm films: "Workers Who Build Houses" (Baily Film Associates) (L.T.I. Career Information Center)	6. Field trips to visit various local occupations. Classify workers according to types of work being done.	

SELF
Grades K-3
To be introduced

Concept: V-Work means different things to different people.

General Objective: 6 - Become aware of the different meanings work may have for individuals.

Behavioral Objective: a) After exploring the changing world of work, the children will be able to list several purposes for which a person may work.

Curriculum Considerations: Social studies, language arts, music, art, physical education, science.

Resources	Activities	Evaluations
16 mm films: "Why Fathers Work" (Encyclopedia Britannica) (L.T.I. Career Information Center)	1. Have children discuss activities which they do for fun and which adults do to earn a living. (Ex. Playing ball, cleaning, cooking, typing, photography, T.V.)	Show pictures. Have child tell why he thinks the work is being done. Have children give three to five examples of avocations that can also be vocations.
Jobs in the City "Women at Work" (Centron) (L.T.I. Career Information Center)	2. Invite someone to show and discuss his hobby.	
Filmstrips: "Our Working World" "Families at Work" (Gr. 1) (Science Research Associates)	3. Have a hobby show. Let child demonstrate what work is done to prepare material in relation to his hobby.	
"Why Do We Work" (Eye-Gate) (L.T.I. Career Information Center)		
Books: Johnny the Clock-Maker by Ardizzone, Edward New York, Walck. 1960	4. View filmstrips to show how hobbies may lead to vocation. (Ex. Rock collecting-geology. Tools-carpentry).	
Crow Boy by Yashima	5. View film to show reasons why fathers work.	
Patty Paints a Picture by Bannon, Laura (Albert Whitman, Chicago 1948) (Grant Elementary School)		

Resources	Activities	Evaluations
	6. Have people who do volunteer work speak to class. (Girl Scout leaders, Peace Corps worker, hospital helpers)	
	7. Have class plan a volunteer activity. (Singing at nursing home, improving environment, shopping for invalids)	
	8. Have children plan a party for another class to show that work can be fun.	
	9. Plan a type of sale (white elephant, peanut, popcorn, Etc.) and use money to buy food for needy family or gift for sick child.	

WORK WORLD

Grades K-3
To be introduced

Factors: Structure

Concept: V- Work means different things to different people.

General Objective: 19 - Begin to develop an awareness that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective: a) The pupil will be able to describe many kinds of schools for career training.

Curriculum Considerations: Social studies, language arts.

Resources	Activities	Evaluations
School personnel	1. Discussion: How did your family prepare you for school? (Ex. Dressing, meals, route to school, Etc.)	Collect occupational pictures and discuss what educational needs are required and what schools would be involved.
Books: *Ben and Me* by Lawson, Robert *The Plant Sitter* by Zion, Jean (New York, Harper, 1959) (Grant Elementary School)	2. Read books or stories that bring out the various types of education for work (experience, apprenticeship, technical school, college)	
I Want To Be Series (Children's Press) (L.T.I. Career Information Center) Local newspapers. Trade journals.	3. Collect advertising materials, (Circulars, ads, trade journals) in relation to kinds of schools.	
School Brochures. Slides or pictures of schools. (Chamber of Commerce)	4. List types of schools in the area. Make chart of schools from Activity #2.	
	5. Take children on a trip to see as many types of schools as possible. Make arrangements to tour a local college and technical school.	

WORK WORLD — Grades K-3 — Factors: Structure
To be introduced

Concept: V - Work means different things to different people.

General Objective: 20 - Begin to develop an awareness that occupational requirements influence the content and direction of educational preparation.

Behavioral Objective: a) The child will be able to match occupations to educational preparation.

Curriculum Considerations: Social Studies, language arts.

Resources	Activities	Evaluations
School personnel Community Personnel Film: "Going to School" (Journal)	NOTE: Concept V, General Objectives 19 and 20 are so closely related. A single activity may be used to develop both concepts. 1. Ask mother and father what they had to learn before they could do their job.	Using the schools listed on chart in Activity 4, Objective 19, make labels to be worn by each child. Have each child choose occupation and select the schools he would have to attent to fulfill career requirements.
	2. Interview school personnel in regard to educational preparation for jobs.	
	3. Have community personnel as speakers on educational background.	
	4. View films or filmstrips dealing with occupational requirements.	

WORK WORLD

Grades K-3
To be introduced

Factors: Individual Psychology

Concept: V - Work means different things to different people.

General Objective: 21 - Recognize the various ways of describing meanings of work.

Behavioral Objective: a) The child will be able to show through dramatization that work is the fulfillment of purposeful duties that will lead to extrinsic and/or intrinsic rewards.

Curriculum Considerations: Economics, social studies, language arts.

Resources

Books:

Curious George Gets a Medal
by Rey, Hans Augusto
(Houghton-Mifflin Company)
(Grant Elementary School)

Come Work With Us
(Sextant)
(L.T.I. Career Information Center)

I Want To Be Books
(Children's Press)
(L.T.I. Career Information Center)

This is Music
Allyn Bacon Company)

Songs:
"I Like To Live on the Farm"

Filmstrip and Cassette:
"Noisy Nancy Norris"
(Guidance Associate, Incorporated)
(L.T.I. Career Information Center)

Filmstrip:
"Little Citizens" Series
(Society for Visual Education)
(L.T.I. Career Information Center)

Activities

NOTE: This objective ties in very closely related to Concept II, General Objective 4.

1. View film and cassette. Introduce the term "rewards" and discuss tangible and intangible rewards.

2. List kinds of work children have done at home and school and chart kinds of rewards. Examples: a)money; b)personal satisfaction; c) honor, Etc.

3. Invite volunteer workers to speak to class about rewards they have gained. Examples: a)Junior Red Cross; b) Scout leaders; c) parent volunteers; d) Peace Corps worker.

4. Each child chooses an occupation he would like to make a future career of and have him tell why.

5. Read stories about careers.

Evaluations

Dramatization of various kinds of rewards for work done. Examples:
a) Father brings home pay check; b) school project well done, Etc.

WORK WORLD

Grades K-3 Factors: Individual Psychology
To be introduced

Concept: V - Work means different things to different people.

General Objective: 22 - Recognize that work has a personal meaning to every person.

Behavioral Objective: a) The child will be able to identify and compare different feelings that people have about work in given occupations. (Examples: loniliness, dangerous, boredom, difficulty, entertaining, exciting, satisfying)

Curriculum Considerations: Language arts, social studies, creative dramatics.

Resources	Activities	Evaluations
DUSO Kit (American Guidance Service, Incorporated) (L.T.I. Career Information Center) 16 mm films: "Why Fathers Work" (Encyclopedia Britannica) (L.T.I. Career Information Center)	1. Play an association game. a) Teacher selects jobs and children hold up happy or sad face to express their feelings for that job. b) Child can give one word response to express feelings. c) Child can give a sentence to express feelings.	Construct a large circle. Label each section with a feeling related to work. Select several occupations and list each under as many categories as possible to show that more than one feeling may be related to a job.
	2. Write a story "Work is...."	
	3. Skits depicting feelings associated with work. Examples to be considered: a) All people don't like the same jobs. b) Repetition may cause boredom. c) Working with some people is different. d) Some jobs may be lonely. e) Some jobs may be dangerous. f) Additional experience or training is sometimes necessary. g) Feelings about jobs may change.	

SELF

Grades K-3
To be introduced

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 7 - Begin to differentiate oneself from others.

Behavioral Objective: a) The child will be able to tell how he differs physically from a friend.

Curriculum Considerations: Social studies, science, health, language arts.

Resources	Activities	Evaluations
A.A.A.S. Science Kit A (Kindergarten) (Grant Elementary School) Aquarium Mirror	1. Examine and compare inatimate objects as to how they are alike and how different. EX. Pencils, nuts, leaves, blocks, balls, stones, skills.	Child will be able to enumerate three characteristics which show how he differs physically from a friend.
16 mm films: "The Toymaker" from (Contempory Films) (Mead Public Library)	2. Study fish in an aquarium, comparing likenesses and differences (or dogs, other pets).	From a group picture, child will be able to note physical similarities and differences in the people illustrated.
"People Are Different & Alike" (Coronet) (L.T.I. Career Information Center) Baby and recent pictures of children. Magazine pictures.	3. Pair children, like and unlike, in appearance (sex, height, color). Children observe themselves in mirror and discover how they differ.	
Filmstrip & cassette: "Outset: People We Know" (Guidance Associates)	4. Comparison of twins (and/or animals.	
	5. View film "The Toy Maker" or other films.	

SELF

Grades K-3
To be introduced

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 8 - Become aware of the various ways individuals differ. (Interests, abilities, attitudes, values, aptitudes)

Behavioral Objective: a) The child will be able to distinguish individual differences in interests, abilities, attitudes, values, and aptitudes.

Curriculum Considerations: Physical education, language arts, conservation, science.

Resources

Student papers from another teacher's class.

Library books.

People in industry.

Snapshots of children.

Filmstrips:
"Developing Basic Values"
(Society for Visual Education)
(L.T.I. Career Information Center)

"Strike Three! You're In!"
(Society for Visual Education)
(L.T.I. Career Information Center)

First Things Series
"That's No Fair"
"Trouble With Truth"
"You Promised"
(Guidance Associates)
(L.T.I. Career Information Center)

Little Citizen Series
"The Game of Might Have Been"
(Society for Visual Education)
(L.T.I. Career Information Center)

Activities

1. Planned gym activities: Give child freedom to choose one of several gym activities. (EX. apparatus, ropes, balls, scooters, Etc.). Follow up free choice gym period with discussion of why certain activities were chosen by individuals. Introduce the terms, interests, abilities, attitudes, values, and aptitudes.

2. At conclusion of gym class, have discussion on value. Concentrate on such behavior as regard for others, safety and feelings, fairness, and sharing.

3. Read books that develop attitudes such as The Popcorn Dragon.

4. Display un-named work papers (art, math, spelling, Etc), for another group on overhead projector for evaluation.

Evaluations

Distinguish between the differences in attitudes, interests, abilities, and values between two characters in a film or a story.

VOCATIONAL DEVELOPMENT

1. Occupational considerations and preferences are based on personal abilities and capacities as well as interests.
2. The occupation they expect to enter has less prestige than the one they hope to enter.
3. Selection of junior high courses is a vocational related decision.
4. Self image as "worker" begins to emerge.
5. Desire for part-time employment.
6. Girls tend to consider occupations that will put them into contact with nice people, including potential husbands, while boys tend to consider occupations on the basis of the nature of the work. Most girls plan to enter nursing, teaching or secretarial work, boys want to enter one of the professions.

RATIONALE FOR GRADES 4 - 6

This guide is the result of the pioneering efforts of the Career Development Workshop. The eventual outcome of all the career planning experiences in the guide should be to have the student reach his fullest self-knowledge and thereby make a decision on a career so that he reaches fullest self-realization.

The teachers who developed the guide were concerned with avoiding placement of an activity at grade levels because of the growing need to reach students at their functional level. Statistics on college dropouts and the need to find a place in the world of work indicate there is a mandate to include career planning early in the student's school experiences. It seems fashionable in some circles to deride those students who intend to pursue vocational training; this attitude about everyone going to college and the lesser importance of vocational training must be changed to attain sound career decision making.

This section of the guide is intended for use in grades 4-6. The concepts I through VII introduced in K-3 are to be developed in grades 4-6. Concepts VIII through XIV are introduced in grades 4-6 so that grades 7-12 can expand and emphasize the Concept. The student's awareness of the Concept and that Career Planning is a decision making process throughout life, should be stressed K-12.

The resources and activities included in this guide are only a beginning to the development of resources and activities. The teacher is expected to use imagination and creativity in developing other resources and activities. The activities are thought to be flexible enough to attain student involvement and to give the student self-direction in exploring the world of work. Thus, the guide endeavors to help the student see the relationship between the classroom activities and the world of work.

The key to the successful use of this guide lies with the teacher. The teacher's efforts to anticipate what the world of work will be like and the occupations needed in future years can only be understood and included in the guide as new trends develop in our society. These new trends in occupations and industries can be determined through constant updating of the guide.

One-Week Participants:

Zita Heraly - Grant Elem., Sheboygan
Irene Hoyer - Grant Elem., Sheboygan
Greg Sather - Grant & Lincoln Elem., Sheboygan
Dave Seefeldt - Grant Elem., Sheboygan
Richard A. Winter - Grant Elem., Sheboygan

Three-Week Participants:

Barbara Larsen - Grant Elem., Sheboygan
Roxanne Mittelstadt - Grant Elem., Sheboygan
Greg Sather - Grant & Lincoln Elem., Sheboygan
Dale Sorenson - Grant Elem., Sheboygan
Charlotte Zahnow - Grant Elem., Sheboygan

SELF

Grades 4-6
to be developed

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 25 - Understand the importance of examining one's strengths and limitations.

Behavioral Objective: a) The student will be able to give several reasons why one should examine one's strengths and limitations.

Curriculum Considerations: Health, language arts, social studies, art, math.

Resources	Activities	Evaluations
Chapters in the health books You and Your Health Guidance department personnel: counselor, psychologist	1. Incomplete sentence inventory. (EX. I am at my best when..., I feel uncomfortable when...., I can't understand why..., When I give a report in front of a group...	The student will discuss reasons why one should examine one's strengths and limitations.
Behavioral rating form (from Dept. of Pupil Services, Sheboygan Public Schools) Relate to incomplete sentence inventory activity. Today's Education, NEA magazine.	2. "Today's Education," Unfinished stories (Discussion or writing of situational experience)	The student will list reasons why one should examine one's strengths and limitations.
Creative Mind (Art text)	3. Write an autobiography.	The student will write an essay on reasons why one should examine one's strengths and limitations.
Filmstrip: "Outset: People We Know" Parts 1 & 2 (Guidance Associates) (L.T.I. Career Information Center)	4. Ask student to draw an emotion. (Creative Mind -- Lowenstein)	
Developing Basic Values "Acceptance of Differences" "Considerations of Others" "Recognition of Responsibility" (Society for Visual Education) (L.T.I. Career Information Center)	5. Sociogram (Attitude) with the assistance of the guidance counselor.	
Filmstrips: "They Need Me" "How Do You Feel" "What Do You Think" (I.F.C.), (L.T.I. Career Information Center)	6. Panel discussion (Make up a character, i.e. John Doe, (List different combinations of strengths and weaknesses: have students discuss the kind of self image this particular person would have.)	

Resources	Activities	Evaluations
Filmstrips: (Cont) "Me, Myself & I" Who Am I Why Do My Feelings Change What Can I Do About It How Can I Improve Myself What About Other People Where Do We Go From Here (Eye Gate) (L.T.I. Career Information Center)	7. Tiddly-Winks game. (Certain values per square on right attributes, etc.) 8. Students write themes on assessment of themselves in personality characteristics.	
"Foundations for Occupational Planning" Who Are You What Good Is School (Society for Visual Education) (L.T.I. Career Information Center)		
Kits: The Duso Kit "Understanding and Accepting Self" "Understanding Feeling" "Understanding Others" "Understanding Independence" "Understanding Goals and Purposeful Behavior" "Understanidng Mastery, Competence and Resourcefulness" "Understanding Emotional Maturity" "Understanding Choices and Consequences" (American Guidance Service) (L.T.I. Career Information Center)		
"My Most Unforgettable Character," Readers' Digest Articles		
Books: You're Too Sweet Connelly - 616.4 (Grant Elementary School)		
16MM Films: "School Problems: Getting Along With Others" (Bailey Film Associates) (L.T.I. Career Information Center)		
"People Are Different and Alike" (Coronet), (L.T.I. Career Information Center)		

Grades 4-6
To be developed

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 27 - Accept that people bring dignity and worth to their job.

Behavioral Objective: a) The student will be able to explain how a person brings dignity and worth to his job.

Curriculum Considerations: Social Studies, language arts

Resources	Activities	Evaluations
School personnel YMCA (leisure time) Scouts Speaker (Activity I) i.e. chartered boat operator, janitor, school nurse, school secretary, food service worker. State division of Natural Resources (Park directors, leisure time activities) City Recreation Department 4-H Clubs Filmstrips: World of Work Series "What Do Fathers Do?" "What Do Mothers Do?" "What Else Do Fathers Do?" "It's the Growing Thing" "At Your Service" "Telephone Workers" "Gas and Oil Workers" "Raw Steel To Rolling Wheels" (Edu-Craft, Inc.), (L.T.I. Career Information Center) "Developing Basic Values" "Recognition of Responsibility" (Society for Visual Education) (L.T.I. Career Information Center) Working In U.S. Communities Group 1 - (with games) "Old Sturbridge & Mystic Seaport: Historic Communities" "Douglas, Wyoming: Ranch Community"	1. Invite school maintenance worker, school secretary, or other school personnel to classroom to explain their jobs and the worth of their jobs. 2. Use recreation and entertainment people to discuss leisure time activities. 3. Role playing to illustrate importance of jobs.	The student will be able to state ways in which a worker brings dignity and worth to his job. In a class discussion, the student chooses a specific job and tells how a person can bring dignity and worth to that job. The student will give examples that show how a person brings dignity and worth to his job.

Resources	Activities	Evaluations

Filmstrips: (Cont.)
  "Rockland, Maine: Coastal Community"
  "Flagstaff, Arizona: Service Community"
    Group 2 (with games)
  "New Orleans: Marketing Community"
  "San Francisco: Financial Community"
  "Detroit: Manufacturing Community"
  (Society for Visual Education)
  (L.T.I. Career Information Center)

16MM Film
  Why Fathers Work
  (Encyclopedia Brittanica Film)

Cassettes:
  Women of Destiny Series
  "Clara Barton"
  (Ed. Reading Service)
  (Troll Association)
  (L.T.I. Career Information Center)

John Michael Kohler Arts Center
(Art courses, plays, leisure time)

Grades 4-6
To be developed

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 20 - Appreciate the manner in which work may provide the opportunity for an individual to enhance his dignity and worth.

Behavioral Objective: a) The student will explain the manner in which work may provide the opportunity for an individual to enhance his dignity and worth.

Curriculum Considerations: Social studies, language arts, health, art.

Resources	Activities	Evaluations
John Michael Kohler Arts Center (Art courses, plays, leisure time) Filmstrips: *Foundations for Occupational Planning* "What Is A Job?" "What Good Is School?" (Society for Visual Education) (L.T.I. Career Information Center)	1. Have people skilled, professional and with unskilled jobs discuss the importance of their jobs (i.e. migrant worker, garbage man).	The student will be able to state ways that a job brings dignity and worth to the individual. In a class discussion, the student will tell how a specific job of his choosing brings dignity and worth to that job holder. (ex--Doctor) The student will show evidence in writing how a job brings dignity and worth to the individual. Students draw pictures illustrating worker and the importance of his job.

WORK WORLD

Grades 4-6
To be introduced

Factors: Social-Economic-Political (50)
Individual Psychological (52)
Structure and Nature (54)

Concept: III - Occupations exist for a purpose.

General Objective: 50, 52, 54 - Understand and recognize that occupations develop from and to fulfill social needs.

Behavioral Objective: a) The student will be able to make a list of occupations that have developed from and for the purpose of fulfilling social needs.

Curriculum Considerations: Social studies, language arts, science, health, art.

Resources

Parents in community.

Field trips: City Hall, Health Dept., Sanitation Dept., Police Station.

Books:
Wonderful World of Communications by Hogben
Call No. 384

Basketful: True Story of Our Foods by Eberle
Call No. 641

Law by Peattie
Call No. 340

First Book of Supermarkets by Benedict Call No. 658

Let's Go to the Police Station by Oostion
Call No. 352

About Series:
About People Who Run Your City
The Pilot of a Plane
The Engineer of a Train
Truck Farming
Jack's Dental Checkup
Jerry & Jim & the Pharmacist
Policemen Around the World
(Children's Press)
(L.T.I. Career Information Center)

At the . . . Series:
At the Railroad Station

Activities

1. Invite parents or people in the community to come into the classroom to tell about their occupation. Question and answer period to follow.

2. Discuss jobs observed in field trip to City Hall and other places.

3. Brainstorming, "Why Do People Work?"

4. Panel game: "What's My Line?"

5. Trace the development of an invention (i.e. sewing machine; field of communication: stage coach, pony express, wireless telegraph). Explain how these inventions created jobs and helped society. Make a mural tracing any of the above inventions.

Evaluations

Given a specific occupation, list the social needs which this occupation fulfills.

Given a social need, list the specific occupations that have developed (or should be developed) to fulfill that need.

Resources	Activities	Evaluations
At the . . . Series: (Cont) At the Airport At the Post Office At the Bakery (Children's Press) (L.T.I. Career Information Center)	6. Trace the development of health needs. 7. Student interview people in an occupation. Analyze what conditions caused the need for this occupation? (EX silversmith, jewelry of Maya Indians).	
Filmstrips: Mothers Work Too "Waitress" "Dental Assistant" "Bank Worker" "Office Worker" "Drugstore Worker" "Homemaker" (Imperial Film Corp.) (L.T.I. Career Information Center)	8. Make a product and sell it. (Could be applied to school needs) i.e. bulletin boards in lockers, bake sale. 9. Trace development of law enforcement agencies.	
Where Does It Come From? Series "Milk" "Water" "Bread" "Books & Magazines" "Meat" "Shoes" (Eye - Gate) (L.T.I. Career Information Center)	10. Trace the development of newspapers.	
"Fathers At Work" "Carpenter" "Moving Man" "Shoe Store Worker" "Factory Worker" "Supermarket Worker" "Service Station Worker" (Educational Reading Service)		
World of Work Series 13 filmstrips job oriented. Volumes A,B,C,D,E. (Edu-Craft, Inc.) (L.T.I. Career Information Center)		
"Workers For the Public Welfare" (Eye-Gate)		
Working In U.S. Communities Group I (with games) "Old Sturbridge & Mustic Seaport: Historic Community" "San Francisco: Financial Community" "Chicago: Transportation Community" (Society for Visual Education), (L.T.I. Career Information Center)		
Why Do We? Series "Have Homes" (Eye-Gate), (L.T.I. Career Information Center)		

WORK WORLD

Grades 4-6

Factors: Social-Economic-Political (51)
Individual Psychological (53)
Structure and Nature (55)

Concept: III - Occupations exist for a purpose.

General Objective: 51, 53, 55 - Recognize, understand, and appreciate some of the contributions of occupations to the advancement of society.

Behavioral Objective: a) The student will be able to recognize and list some of the contributions occupations have made to the advancement of society.

Curriculum Considerations: Social studies, language arts, art, music.

Resources	Activities	Evaluations
Library research: medical research, agronomy, etc.	1. Medical research (Salk, diseases), agronomy, air conditioning.	Given a specific occupation, list the contributions it has made to society.
Books: How Man Made Music by Buckanan and Lieckenbill Boys' Own Book of Great Inventions by Darrow and Highlander	2. Trace development of an invention which has made a contribution to society: car, light bulb, plastic industry, space program (food, teflon dishes).	The student will give an extemporaneous speech on "Occupations exist for a purpose."
Open Door Series: What I'm About Is People I Reached for the Sky Written on Film A World of Books People Are My Profession New Fields In the Face of the Sun You're on the Air Speaking Out Meigs Tower	3. From a list of occupations offered by the class or teacher, have students, in groups of four, answer the question, "How does this occupation you have chosen help society progress?" 4. Speaker with discussion of commercial art: promotion of product, designs, etc.	Write a paragraph illustrating that occupations exist for a purpose. List ways in which occupations in given fields such as medicine, transportation, etc. aid in the advancement of society.
People of Destiny Series: Henry Ford Charles Lindberg Frank Lloyd Wright (Children's Press), (L.T.I. Career Information Center) (Grant Elementary School)		
About Series: About News and How It Travels About Paper About Roads (Children's Press), (L.T.I. Career Information Center)		

Resources	Activities	Evaluations
Sound-on-Slide Program: The Citizens Bank Leverenz Shoe Co. Plastics Engineering Co. Mirro Aluminum (L.T.I. Career Information Center)		
16MM Films: "The Story of a Check" (Bailey Film Associates) (L.T.I. Career Information Center)		
"My Pop's a Lineman" (Education Films, Library Association, Incorporated)		
"Our Changing World" (San Diego Company, Department of Education)		
"The Cardboard Cow" (U.S. Department Of Agriculture)		
Filmstrips: World of Work Series Volumes A, B, C, D, E, F. (Edu-Craft, Incorporated) (L.T.I. Career Information Center)		
"Community Workers and Helpers" (Society for Visual Education)		
Biographies of inventors.		
Films on biographies.		
Filmstrips of inventors		
Films on biographies		
Speakers from local industry on "Our Contribution to the Advancement of Society."		
Speaker from art division of industry.		

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 56 - Recognize that there is a wide and increasing variety of occupations.

Behavioral Objective: a) The student will be able to explain and give examples showing that he understands there is a wide and increasing variety of occupations.

Curriculum Considerations: Social studies, language arts.

Resources

Filmstrips:
World of Work Series:
"What Fathers Do"
"Just What Do Mothers Do?"
(Edu-Craft, Incorporated)
(L.T.I. Career Information Center)

"Why Fathers Work"
(Encyclopedia Brittanica)
(L.T.I. Career Information Center)

"Mothers Work, Too"
"Fathers at Work" Series
(Imperial Film Corporation)
(L.T.I. Career Information Center)

Foundations for Occupational Planning
(Society for Visual Education)

My Mother Has A Job Series
"Advertising Agency Executive"
"Retail Clerk"
"The Nurse"
"The Teacher"
"The Commercial Artist"
"The Factory Worker"
(Eye-Gate), (L.T.I. Career Information Center)

Video Tapes:
"Exploring Agriculture Occupations"
"Exploring Paper Industry Occupations"
"Exploring Public Utility Occupations"
"Exploring Transportation Occupations"
(L.T.I. Career Information Center)

Activities

1. Watch NEWIST film on agriculture and discuss changes in farming occupations.
2. Watch NEWIST Vocational guidance T.V. programs and do further research on one of the occupations.
3. Listen to speakers on many job opportunities and trace the development of job changes in a specific job cluster.
4. Watch filmstrips and write a resume' of three jobs.
5. Field trips to Central Admisisistrative offices of Sheboygan Public Schools.

Evaluations

The student will discuss new jobs that have been created.

The student will list five or more extinct jobs and five or more new since birth.

Give a specific career family (banking, retailing), and list the occupations available within this career family.

Each child will name and recognize eighty randomly chosen job titles by the end of the school year.

Resources

Guidance counselor as speaker on job opportunities
(L.T.I. Career Information Center)

Wisconsin State Employment Service Counselors

Sheboygan Press and Mead Public Library Newspaper files.

Books:
  Dorothy Telfer - Series (Grade 5, 6)
    Exploring the World of Oceanography

  Colbert:
    Digging for Dinosaurs (Grade 5,6)

  Profiles: Careers in the U.S. Department of Agriculture
  (L.T.I. Career Information Center)

  Real Book About Farms by
  Robert W. Howard
  (Franklin Watts)

  What Does A Civil Engineer Do?
  by Robert Wells
  (Dodd, Mead, and Company)

  Who Built The Bridge?
  by Norman Bate
  (Charles Schribner's Sons

  First Book of Archaeology
  by Nora B. Kuble
  (Franklin Watts)

  Occupational Outlook Handbook
  by U.S. Department of Labor
  (U.S. Government Printing Office)
  (L.T.I. Career Information Center)

  About Series:
    "About Men At Work"
    "About News and How It Travels"
    "About Cowboys Around the World"
    (Children's Press), (L.T.I. Career Information Center)

Kit:
  Language Development Kit
  (Science Research Associates)
  (L.T.I. Career Information Center)

Activities

6. Check newspaper want ads fifteen years ago and compare with today.

7. Role playing of new jobs and jobs that are extinct.

8. Research newly created jobs in local government, recreation, etc.

9. Make a file in which the student compares jobs of the year he was born and present year. Have student draw conclusions from that comparison.

Evaluations

WORK WORLD

Grades 4-6
To be developed

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 57 - Understand the various ways of classifying occupations.

Behavioral Objective: a) The student will be able to cite several ways of classifying occupations.

Curriculum Considerations: Social studies, language arts, math.

Resources

National Council of Teachers of Math Publications. (L.T.I. Career Information Center).

Video Tapes:
- Leather Occupations
- Hotel Occupations
- Medical Technology, Volume A
- Medical Technology, Volume B

(L.T.I. Career Information Center).

Guidance Counselor (L.T.I. Career Information Center).

Job Family Series: "My Career Guide Book" and "Junior Guidance Series Booklets" (Science Research Associates) (L.T.I. Career Information Center)

Pamphlet from Wisconsin Employment Service: "Ideas...? People...? Things...?

Speakers from Wisconsin Employment Service, Box 1605, Madison, WI 53701

Filmstrip:
- Foundations for Occupational Planning - "What Are Job Families"

(Society for Visual Education) (L.T.I. Career Information Center)

Kits:
- Focus on Self-Development, Stage 2: Responding/ Job Experience Kit

(Science Research Associates) (L.T.I. Career Information Center)

Activities

1. Use close procedure for classifying occupations. (leaving out words in a sentence).

2. Read article about an occupation leaving out name of occupation, then ask students to name the occupation you are describing.

3. Discuss jobs available in mathematical area.

4. Have speakers from local state employment service.

5. Using pamphlet "Ideas, People, Things," have student list occupations under each category.

6. Make a list or chart of ways to list or classify jobs. EX--Ones that give financial opportunity, ones that give close relationship to environment, ones that lead to independence, ones that give promotional possibility, ones that require manual skills, ones that apply to a specific area or climate (southern U.S.), ones that have mobility (salesman).

7. Make a collection of application forms from local industries and companies as an introduction to what skills employers are looking for.

Evaluations

Given student a list of jobs. Have them classified under pertinent groups.

Given three occupational groups, the student will list ten or more jobs in each.

SELF (33)	Grades 4-6	Factors: Individual Psychological (58)
WORK WORLD (58)	To be developed

Concept: V - Work means different thing to different people.

General Objective: 33 and 58 - Understand the various ways of describing meanings of work.

Behavioral Objective: a) The student will be able to describe the meanings of work in several ways.

Curriculum Considerations: Language arts.

Resources	Activities	Evaluations
Filmstrips: World of Work Series (Edu-Craft, Incorporated) (L. T.I. Career Information Center)	1. List a hobby for one person which may be work for another. (Ex. golf, pro-folfer or camera hobby and professional photographer .	Give examples where a similar job may be work for one person but have a different meaning for others.
Foundations for Occupational Planning "What Do You Like To Do?" (Society for Visual Education) (L.T.I. Career Information Center) Why Do We? Series "Work and Play" (Eye-Gate) (L.T.I. Career Information Center)	2. Have the students pick an occupation and tell what they think work means in this occupation. i.e. doctor, bricklayer, service station attendant.	Discuss job which at one time was fun but is now work.i.e. wiping dishes. Given a specific job the student will list several different meaningswhich that job could have for several different people.
Community service employee, i.e. city assessor, water filtrational plant operator, sewage disposal plant operator.	3. Have guidance couselor talk on "The meanings of work."	
	4. Use community pmployees as speakers (Resource 2)	
Kits: "Widening Occupational Roles Kit" (WORK) (Science Research Associates) (L.T.I. Career Information Center)	5. Interview three people in the same occupation and have each one give their meaning of work. ie.caretakers of parks, cemeteries, museums or public buildings.	
Guidance counselor (L.T.I. Career Information Center)		

SELF (34)
WORK WORLD (59)

Grades4-6
To be developed

Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 34 and 59 - Begin to assess the meanings work may have to individuals and understand that work has a personal meaning to every person.

Behavioral Objective: a) The student will be able to explain the importance of the meanings of work to an individual.

Curriculum Considerations: Language arts, social studies

Resources	Activities	Evaluations
Other teachers as resource people. Local speaker, i.e. man from State Employment Service, Kohler Company, Etc.	1. Have student list his favorite subjects in preference order and tell why.	Give examples where a similar job may be work for one, but have a different meaning for others.
Sound-On-Slide Programs: Leverenz Shoe Company Armour Leather Company Citizens Bank Plastics Engineering	2. The teachers will stress the importance of work to them as an individual, i.e. satisfaction, money, recognition, status.	Discuss a job which at one time was fun, but now is work, i.e. wiping dishes.
Filmstrips: Foundations For Occupational Planning "What Do You Like To Do?" "What are Job Families?" (Society for Visual Education) (L.T.I. Career Information Center)	3. Invite different people from different occupations to come in and tell what work means to them. Follow with class discussion.	
	4. In a small group field trip (three or our studetts), have students speak to employees about meaning of work. (The students will have some predetermined questions ahead of time).	
	5. Have a panel discussion on "What Work Means to You."	
	6. Write a paper on "Need for Work to Society and Individual."	

CAREER PLANNING (37-38)
WORK WORLD (60, 61, 62 and 63)

Grades 4-6
To be developed

Factors: Training and
Education (37-38)
Socio-Economical-
Political (60-61)
Structure and
Nature (62-63)

Concept: VI - Education and work are interrelated.

General Objective: 37-38 - Realize that the occupational competency requirements of different kinds of work influence the kind and degree of one's educational preparation.

60-61 - Understand that occupational requirements and competencies of different kinds of work influence educational preparation.

62-63 - Understand that occupational requirements and competencies of different kinds of work influence the content and direction of educational preparation.

Behavioral Objective: a) The student will be able to describe ways in which occupation competency requirements influence one's educational preparation.

Curriculum Considerations: Language arts, art.

Resources	Activities	Evaluations
People in community occupations.	1. Activities used for Concept V, Gen. Obj. 34 and 59, may be adapted here as the teacher see fit.	Have a student give a speech about a job he would like telling about the education he will need to fulfill it.
Library research on various jobs and educational requirements for them.	2. Have student construct a mobile using any job and its requirements as moving parts of the mobile. (Stabiles may also be used).	
Filmstrip: Foundations for Occupational Planning "What Good is School" "What are Job Families?" (Society For Visual Education) (L.T.I. Career Information Center)	3. Interview a person in the community. Have him explain the educational requirements of his job.	Given a specific occupation and its compentency requirements, the student will tell how this will influence his educational preparation.
Kits: Career Development Laboratory: Career Games (Ed. Progress Corporation) (L.T.I. Career Information Center)	4. Choose five or more jobs in which the student is interested and show the education required for each.	Write an essay on "Ways in which occupations competency requirements influence one's educational requirements."

SELF

Grades 4-6
To be developed

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 35 - Differentiate himself from others by describing how he resembles and differs from others.

Behavioral Objective: a) The student will be able to differentiate himself from others by describing how he resembles and differs from others.

Curriculum Considerations: Math, art, social studies.

Resources	Activities	Evaluations
Filmstrips: "Outset: People We Know" (Parts I and II) (Guidance Associates) (L.T.I. Career Information Center) Developing Basic Values: "Acceptance of Differences" (Society for Visual Education) (L.T.I. Career Information Center) Me, Myself, and I Series (Eye-Gate) (L.T.I. Career Information Center) Foundations for Occupational Planning: "Who Are You?" (Society for Visual Education) (L.T.I. Career Information Center) Video-tape equipment (L.T.I. Career Information Center) Book: Project Book II: Discovering Differences (Social Science Lab Unit) (Science Research Associates) (L.T.I. Career Information Center) 16MM Films: "People Are Different and Alike" (Coronet), (L.T.I. Career Information Center) "Values: Understanding Ourselves" (Bailey Film Associates), (L.T.I. Career Information Center)	1. The student may write an autobiography about himself and emphaseize how he resembles and differs from others. 2. Video-tape pictures of several people comparing physical likenesses and differences. 3. Take a class poll on favorite T.V. program jobs. 4. Have student make a life line of yarn or paper. Along line, write or take pictures from magazines on things that interest him. Do in order of preference. 5. Have the student construct a stabile on personal interests and self traits. (Art)	Write an essay on "How I Am Like Others My Age and How I Am Different From Others My Age." Choose an adult and prepare a confidential comparison of self and him. Writing project: The student will differentiate himself from others by describing how he resembles and differs from others in interests, attitudes, abilities, and values.

SELF

Grades 4-6
To be developed

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Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 36 - Understand the various ways of identifying and describing individual differences.

Behavioral Objective: a) The student will be able to explain the various ways of identifying and describing individual differences.

Curriculum Considerations: Health, math, language arts, art

Resources

Books:
  Health Book by Laidlaw

  Values to Share
  (Mead Public Library)

Interest inventory (From guidance counselor or school psychologist)

Filmstrips:
  "Developing Basic Values"
  (Society for Visual Education)
  (L.T.I. Career Information Center)

  Me, Myself, and I Series
    "Who Am I?"
    "What About Other People"
    (Eye Gate)
    (L.T.I. Career Information Center)

  Foundations for Occupational Planning
    'Who Are You?"
    'What Do You Like To Do?
    (Society for Visual Education)
    (L.T.I. Career Information Center)

Pamphlet:
  "Discovering Differences"
  (From Social Science Lab Unit)
  (Science Research Associates)
  (L.T.I. Career Information Center)

Activities

1. Construct a class chart showing percentages of different hair and eye colors and heights.

2. Emphasize likenesses and differences in interests and hobbies.

3. Compare results of an interest inventory using incomplete projection format.

4. Written project: Classify clothes worn by students, shoe sizes.

5. Construct a mural showing students' leisure time activities.

6. React to current newspaper-magazine stories (EX-shoplifting) and discuss attitudes.

7. Examine prejudices to understand individual differences.

Evaluations

Write a paragraph describing physical characteristics.

Describe a person in class and guess whom you are describing. Emphasize attitudes, abilities, and values.

Compare two famous people from different walks of life. (Ignore physical characteristics)

Identify and describe individual differences in two ways. (Ex-listing, writing stories, etc.)

WORK WORLD Grades 4-6 Factors: Social, Economic,
To be indtroduced Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 209 - Become aware that supply and demand of occupations has an important effect on career planning.

Behavioral Objective: a) The student will be able to recognize and list occupations that are over-supplied and under-supplied at any given time through the use of statistics and employment data.

Curriculum Considerations: Reading, language arts, social studies, art, math

Resources	Activities	Evaluations
Museum field trip to Wade House. Research: Magazines, newspapers, dealing with occupational supply and demand.	1. Interview parents and grandparents about jobs that existed when they were young, but no longer exist. (EX-Iceman). Follow up could be about jobs that may exist in the future but not now.	List two jobs that are over-supplied and two jobs that are under-supplied. Tell effects of shortages of jobs in a given area.
Local employment office field trip. Labor Department of Statistics. Washington, D.C.	2. Keep a running graph of jobs available from local newspaper.	Make a list of job areas which look like they have a good future or a questionable future.
Filmstrip: *Foundations for Occupational Planning* "What Are Job Families?" (Society for Visual Education) (L.T.I. Career Information Center)	3. Take field trips to observe supply or over-supply of employment as known in the past and today.	
	4. Discussion of the changing jobs as related to various industries such as automobile, bottling, packaging.	
	5. Individual project: Write a business letter to industries about occupational supply and demand.	

WORK WORLD   Grades 4-6   Factors: Structure and Nature
To be introduced

Concept: IX - Job specialization creates interdependency.

General Objective: 64 - Recognize that jobs are coordinated in the production of goods and performance of service.

Behavioral Objective: a) By observing an object, the student will be able to discern the materials and processes used to manufacture the components.

Curriculum Considerations: Social studies; math; language arts; reading.

Resources

Filmstrips:
World of Work Series
"Getting the Goods to Users" (Volume D)
"Raw Steel to Rolling Wheels" (Volume E)
(Edu-Craft, Inc.)
(L.T.I. Career Information Center)

"The Rouge"
(Ford Motor Co.; Detroit Michigan)

"Hershey Town"
(Hershey, Pennsylvania)

Where Does It Come From Series
"Milk"
"Bread"
"Meat"
"Water"
"Books and Magazines"
"Shoes"
(Eye Gate)
(L.T.I. Career Information Center)

Working In U.S. Communities
(With games)
Group 1
"Old Sturbridge and Mystic Seaport: Historic Communities"
"Flagstaff, Arizona: Service Community"

Activities

1. Show filmstrips and discuss the manufacturing process.

2. Trace steps in the manufacturing of an object through role-playing "What Happened to Me". (Student pretends to be the object personified).

3. Discuss process of making a ceramic bowl or other products.

4. Make something out of wood, sawing, nailing and hammering. Emphasize process.

Evaluations

Have students describe jobs involved in making a product.

Make mural, collage, or diagram of production of an industry.

Pinpoint geographical sources of raw materials on a map.

Write an essay on the manufacture of a product.

Role-play an interview between manufacturer and interviewer about inter-dependency of jobs in the production of goods.

Resources	Activities	Evaluations
Filmstrips: (cont) Group 2 "Detroit: Manufacturing Community" (Society for Visual Education) (L.T.I. Career Information Center)	5. Discuss manufacturing of products in the section of the state or nation being studied.	
Why Do We--? Series "Have Homes" (Eye Gate) (L.T.I. Career Information Center)	6. Give a spelling lesson using words that describe manufacturing steps. Write for pamphlets about process of products.	
Social Studies Texts. (Appropriate chapters)	7. In the study of tone, pitch, point out the different materials in a piano, string instruments.	
Books: About Series About Cargo Ships About Ready-To-Wear Clothes About Paper (Children's Press) (L.T.I. Career Information Center)	8. Analyze costs of products. Why are costs of finished products different from costs of raw products?	
Research project about new pieces of equipment. Use magazines, catalogs.		

WORK WORLD

Grades 4-6
To be introduced

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 65 - Become aware that worker cooperation is essential.

Behavioral Objective: a) The student will analyze and identify situations where worker cooperation is needed.

Curriculum Considerations: Social Studies; language arts; math; art; physical education.

Resources

Filmstrips:
"The Lemonade Stand: What's Fair?"
(Encyclopedia Britannica)
(L.T.I. Career Information Center)
"Supermarket Workers"
Community Helpers and Workers Series
(Society for Visual Education)
(L.T.I. Career Information

Foundations for Occupational Planning
'What Are Job Families?'
(Society for Visual Education)
(L.T.I. Career Information Center)

World of Work Series
"What Else Do Fathers Do?"
(Edu-Craft, Inc.)
(L.T.I. Career Information Center)

Why Do We--? Series
'Have Homes'
(Eye Gate)
(L.T.I. Career Information Center)

Speakers -- working parents

Speakers representing banks and savings and loan associations.

Newspaper, sports sheets.

Activities

1. Construct a supermarket in the classroom and role-play jobs. Follow-up with discussion about cooperation and its necessity.

2. Show or discuss a defective item and tell how damage has affected you. (EX-Stock boy negligence, spoiled cabbage on shelves.)

3. Interview parents about what they do on the job.

4. Watch Green Bay Packer football game and discuss team cooperation involved in all sports.

5. Create an advertising project for a company and list management people that would be involved and the kind of cooperation needed.

6. Invite representatives from savings and loan,

Evaluations

Find a newspaper article which tells about a breakdown of a corporation and discuss the related effects.

Use a role playing situation to see what parents do to become aware that worker cooperation is essential.

Give an emergency, write an essay about what would happen if people failed to cooperate (power shortage, accident, fire)

Resources	Activities	Evaluations
Students with jobs in the classroom or school (paperboys, baby-sitters) Books: About Series "About Apples From Orchard To Market" "About Food and Where It Comes From" (Children's Press) (L.T.I. Career Information Center)	banks, school Central Administrative Office, to tell why cooperation in their system is essential. Possible resource people may be John Eddy, Security Bank, Ralph Fritz, Savings & Loan, Bernie Schmidt, Sheboygan Schools Admin. Office.	
	7. Create an industry and discuss the cooperation that would be required.	
	8. Set up two companies involving selling, advertising, distribution and other company processes, to show that if there is a breakdown it would probably be from lack of cooperation.	
	9. Discuss common situations involving breakdown of cooperation between students themselves (girls' cliques).	
	10. Put a statement on the blackboard "Worker cooperation is essential in order to get a job done." Discuss.	
	11. Examine a current newspaper or magazine article and find examples where worker cooperation breakdown has affected the student.	

SELF

Grades 4-6
To be introduced

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 29 - Become aware of some critical environmental elements which have an effect upon one's career development.

Behavioral Objective: a) By constructing a list of environmental elements, the child will be able to recognize and analyze critical factors that may or could affect a career.

Curriculum Considerations: Language arts, social studies

Resources	Activities	Evaluations
Filmstrips: "How Do You Feel" (Imperial Films, Green Lake, WI 54941)	1. Student discussion of vocations which have been carried on from one generation to another.	List a number of environmental elements that would affect a career choice.
Working in U.S. Communities, Group 1 and 2 (with games) (Society for Visual Education) (L.T.I. Career Information Center)	2. Interview: Have individual conference with student about environmental elements which could affect his choice of vocation.	Compare and contrast environmental elements from region with that of another.
Population distribution map		
Books: Giants in the Sky Discovering Aerospace Open Door Series: Call It Fate My Tribe Up From El Paso The Road From West Virginia El Rancho De Muchachos No Hablo Ingles A Foot In Two Worlds Curse Not the Darkness Son of This Land People of Destiny Series: Will Rogers Louis Armstrong Henry Ford Babe Ruth Ernest Hemingway (Children's Press) (L.T.I. Career Information Center)	3. Discuss a number of environmental elements that could affect a career choice, i.e., climate, geography, educational institutions, family financial status, economics, family mobility, presence of large industry. 4. Study of population distribution map, draw conclusions on the relationships of population density, and the career occupational choice of inhabitants.	

SELF

Grades 4-6
To be introduced

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 30 - Begin to realize that individual and environmental factors affect one's career development.

Behavioral Objective: a) Student will furnish evidence that he understands how personal factors may affect a career.

Curriculum Considerations: Reading, social studies

Resources	Activities	Evaluations
Library research books involving careers.	1. Read about a career. What type of person is needed for this career? (Class discussion)	Develop lists of environmental factors to discuss how they will affect a career, such as Door County, Resort Area.
Reading list from Mr. Kinnett (Reading Consultant) (Houghton Mifflin Piper Books) P. 16		
Pamphlets from school guidance counselor and L.T.I. career counselor.	2. Make a particular job assessment chart (i.e. doctor) and tell what attributes a doctor needs.	Develop lists of personal factors that influence a career.
Kit: "Widening Occupational Roles" Kit (Work) (L.T.I. Career Information Center)	3. Student could make a self-assessment chart on interest, abilities, personality, and the careers he would like to pursue.	
Booklets: Junior Guidance Series Job Family Series (Science Research Associates) (L.T.I. Career Information Center)	4. Use a student-prepared tape recording of his readings where personal factors affected the person's choice of career.	
Filmstrips: "Career Opportunities I" "Job Finding I" (Popular Science) (L.T.I. Career Information Center)		
Books: People of Destiny Series Helen Keller Open Door Series Iron Man Run For Your Life The Lord Is My Shepherd		

WORK WORLD (39) Grades 4-6 Factors: Family, Peers, and community (39)
CAREER PLANNING (66) To be introduced

Individual Psychological (66)

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 39 & 66 - Aware of the many critical environmental elements which may impinge upon career development.

Behavioral Objective: a) Student will gather data to support evidence that environmental elements may impinge on an individuals career development.

Curriculum Considerations: Language arts, reading.

Resources	Activities	Evaluations
Filmstrips: "Leading American Negroes" "Acceptance of Differences" (Society for Visual Education) (L.T.I. Career Information Center)	1. Teacher may read a section of biography, and students, through class discussion, talk about others and their career barriers and how they overcome them.	Use activity three and have students react. Relate in their own book report where a character in the story has the behavioral objectives.
Foundations For Occupational Planning "What Are Job Families?" (Society for Visual Education) (L.T.I. Career Information Center)	2. Read sections of biography (marked by teacher) showing where an individual development career was impinged, such as Henry Ford or Wright Brothers.	
Working In U.S. Communities, Group 1 and 2 (with games) "Old Sturbridge and Mystic Seaport: Historic Communities" "Rockland, Maine: Coastal Community" "Douglas, Wyoming: Ranch Community" "Flagstaff, Arizona: Service Community" "San Francisco: Financial Community" "Chicago: Transportation Community" "New Orleans: Marketing Community" "Detroit: Manufacturing Community" (Society for Visual Education) (L.T.I. Career Information Center)	3. Give a first person report--teacher asks the questions and student takes part of biography character.	

Resources	Activities	Evaluations
Books: Biographies Cassette Tapes: Women of Destiny Series "Helen Keller" "Clara Barton" "Florence Nightingale" "Madame Curie" "Juliette Low" "Elizabeth Blackwell" "Amelia Earhart" "Betsy Ross" (Troll Associates) (Educational Reading Services) (L.T.I. Career Information Center) Display Portfolio: "Modern Negro Contributors" (Afro-American Publishing Co.) (L.T.I. Career Information Center)		

WORK WORLD (67)
CAREER PLANNING (40)

Grades 4-6
To be introduced

Factors: Family, Peers, community (40)
Individual Psychological (67)

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 40 & 67 - Become aware that career development is influenced by changing individual and environmental factors acting separately or together.

Behavioral Objective: a) The student will recognize from a list those changing individual and environmental factors that may influence career development.

Curriculum Considerations: Language arts.

Resources	Activities	Evaluations
Film: "Impact" (Telephone Company)	1. Construct your life line (line of your life to date) giving reasons why you have changed your mind or why you have not changed your mind.	Interview a parent about his life at every five-year interval, starting at 15 years of age, and discuss the results of his environment on his career.
Speaker who has experienced a change in his environmental or individual factors, i.e. being involved in a serious car accident.	2. View "Impact" film and have discussion about the effects that accidents have on the careers of the survivors.	Interview a person and relate in writing how his career was changed by personal or environmental factors.
	3. Have a person whose life has been changed by individual or environmental factors speak to the class.	Select from a list changing and environmental factors that influence the development of a given career.
	4. Have students write an original skit to show how personal and environmental factors change a person's career.	

SELF (31 & 32)
WORK WORLD (68,69,70,71)

Grades 4-6
To be introduced

Factors: Individual Psychological (68,69)
Social, Economic, and Political (70,71)

Concept: XI - Occupations and life styles are interrelated.

General Objective: 31, 32
68, 69, 70, 71 - Begin to understand and recognize that an individual's occupation can influence his life style and that a preferred life style may influence one's occupational choice.

Behavioral Objective: a) The student will discuss several occupations affecting the life style of an individual and list the benefits provided by given occupation.

Curriculum Considerations: Math, language arts.

Resources	Activities	Evaluations
Films: "Fathers Work, Mothers Work, Too" (Imperial Films)	1. Use older student as a resource person to illustrate how part-time jobs have influenced his life-style (Paper boy, candy striper, janitor's helper)	A student will use an older brother, sister, or friend, and explain how their first job influenced their life-style. This may be an oral or written report.
Filmstrips: "Just What Do Mothers Do?" "What Do Fathers Do?" (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	2. Write a short essay, "A Day in the Life of __________. (Someone you idolize), telling what his career is like.	Given a particular occupation and its projected salary and benefits, the student will show evidence that he understands corresponding life-styles. This may be a written or an oral report.
Dollars and Sense "How Money Goes Round and Round" "Different Kinds of Money" "How Money is Made" "How We Borrow Money" "How Budgets Work" "How Taxes Work" (Educational Reading Services)	3. Do a biographical sketch on a person who has influenced a student. Choose one whose life-style has changed. i.e. Bob Long, who now runs Pizza Huts.	
Foundations For Occupational Planning "What Is a Job?" (Society for Visual Education) (L.T.I. Career Information Center)	4. Do an original theme, "Life-styles in the Year 2000" or what life-styles will be like when I graduate from high school.	
Biographies (Students own choice)		

Resources	Activities	Evaluations
Books: *Open Door* Series *Curse Not the Darkness* *Whatever You Can't Have* *Don't Stop Me Now* *Iron Man* *Call It Fate* *Someday I'm Going To Be Somebody* *Mission Possible* *On My Own* *I Reached For the Sky* *People of Destiny* Series (Children's Press) (L.T.I. Career Information Center)	5. Do a personal financial budget for one life-style. Put an arbitrary amount on the board ($500). Apply to a vocation in a certain job area. Draw conclusions, i.e. recreation, housing costs, food. Another way to approach this activity would be to use arbitrary incomes from lower, middle and upper class society.	

SELF (31 & 32)
WORK WORLD (68, 69, 70, 71)

Grades 4-6
To be introduced

Factors: Individual Psychological (68,69)
Social, Economic, and Political (70,71)

Concept: XI - Occupations and life styles are interrelated.

General Objective: 31, 32 - Begin to understand and recognize that an individual's occupation can influence his life style and that a preferred life style may influence one's occupational choice.

Behavioral Objective: b) The student will discuss the possible needs of a given life style and list several occupations which will satisfy these needs.

Curriculum Considerations: Math, language arts.

Resources	Activities	Evaluations
Filmstrips: "Fathers Work" "Mothers Work, Too" (Imperial Films Corporation) (L.T.I. Career Information Center)	1. Use older student as a resource person to illustrate how part-time jobs have influenced his life style (paper boy, candy striper, janitor's helper)	A student will use an older brother, sister or friend and explain how their first job influenced their life style. This may be an oral or written report.
"Just What Do Mothers Do?" "What Do Fathers Do?" (Edu-Craft, Incorporated) (L.T.I. Career Information Center)	2. Write a short essay, "A Day in the Life of ____________" (Someone you idolize), telling what his career is like.	List several occupations which satisfy the needs of given life styles.
Foundations For Occupational Planning "What Is A Job?" (Society for Visual Education) (L.T.I. Career Information Center)	3. Do a biographical sketch on a person who has influenced a student. Choose one whose life style has changed. (i.e. Bob Long, who now runs Pizza Huts).	
Why Do We--? Series "Work and Play" "Have Homes" "Die" (Eye Gate) (L.T.I. Career Information Center)	4. Do an original theme, "Life styles in the Year 2000" or "What Life Styles will be Like When I graduate From High School."	
Biographies (Students own choice).		

CAREER PLANNING

Grades 4-6
To be introduced

Factors: Training & Education
(41 & 42)
Information Gathering
(43 & 45)

Concept: XII - Individuals can learn to function effectively in a variety of occupations.

General Objective: 41 & 42 - Awareness that individual potential can be developed for a variety of occupations.
43 & 45 - Awareness that individuals have the potential to develop skills which can be expressed in a variety of occupations.

Behavioral Objective: a) A student will explain how he can develop and utilize his individual potential in a variety of occupations.

Curriculum Considerations: Language arts, reading, math, science.

Resources	Activities	Evaluations
Filmstrips: Career Opportunities I "New Career Opportunities" "Your Life of Work" "Interests Pay Off" "Career Planning in a Changing World" "How To Study Occupations"	1. Have student develop a list of occupations which require the same skills. i.e. working with hands, key-punch, piano playing.	Student will list several occupations into which his individual potential might lead him. Student will list ways in which he can bring about changes in himself to fulfill a certain job: education, attitudes, personality, work experience.
Career Opportunities II "Automation" "Jobs in Mathematics" "Salaried Worker of Self-Employed?" "Careers in Science" (Popular Science) (L.T.I. Career Information Center)	2. Play a matching game with multiple choice list of occupations and related skills. 3. Have a student write a self-inventory in three parts: What I'm Like, what others think I'm Like, what I'd really like to be.	
Foundations for Occupational Planning "What Are Job Families?" "Who Are You? (Society for Visual Education)	4. Chart occupations and related skills. Show how development begins in grade schools.	

Resources	Activities	Evaluations
Booklets: "Banking Service" (Sextant Series) (L.T.I. Career Information Center)	5. Create Career Charades Game.	
People of Destiny Series "Tom Jefferson" "Ben Franklin" "Frank Wright" (Children's Press) (L.T.I. Career Information Center)	6. Create a job interview role playing situation between employer and employee. "This is what I want." (Employer) and "This is What I Want." (Employee)	

CAREER PLANNING

Grades 4-6
To be introduced

Factors: Information Gathering

Concept: XII - Individuals can learn to function effectively in a variety of occupations.

General Objective: 44 - Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective: a) Student describes his physical characteristics and his personal preferences and how they make him suitable for some jobs and unsuitable for other jobs.

Curriculum Considerations: Health.

Resources

Filmstrips:
Foundations For Occupational Planning
"Who Are You?"
"What Are Job Families?"
(Society for Visual Education)
(L.T.I. Career Information Center)

Working In U.S. Communities Group 1 (with games)
"Rockland, Maine: Coastal Community"
"Douglas, Wyoming: Ranch
(Society for Visual Education)
(L.T.I. Career Information Center)

Why Do We--? Series
"Why Do We Grow?"
"Why Do We Feel?"
(Eye Gate)
(L.T.I. Career Information Center)

Job Finding I
"So You Want A Summer Job"
"How To Get a Job and Keep It"
"When You Go To Work"
"Where Will You Live and Work"
"How To Find A Job For Yourself"
(Popular Science)

Activities

1. Student lists personal weakness which they feel can be improved on. Evaluate after two weeks.

2. Pantomime of jobs in music.

3. List things and discuss what students like to do related to a variety of jobs. (Jobbies)

4. Occupational Research (EX-paper boy)--Use of interviews with older students who have been newspaper carriers.

5. Panel discussion on assets and limitations, and how to use them on a job.

Evaluations

List or explain how one of your parents qualifies physically for their job.

Write short theme; completing these sentences: I may qualify physically for this job because:
________________,
I may not qualify physically for this job because: ______.

List five jobs suitable for your personal preference and five jobs not suitable for your personal preference.

CAREER PLANNING — Grades 4-6, To be introduced — Factors: Information Gathering (46), Training and Education (48)

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 46, 48 - Awareness that career development is a life-long process which unfolds from the interplay of their past experiences and decisions.

Behavioral Objective: a) The student will provide examples showing that career development is a life-long process related to past experience and decisions.

Curriculum Considerations: [illegible]

Resources	Activities	Evaluations
Department of Social Services case work and probation officer.	1. Interview retirees or Senior citizens.	Collect newspaper articles showing how an employee got his job. Include his career development, education, Etc,.
"Road Not Taken"--Robert Frost and other such poems.	2. Robert Frost's "Road to Taken"--"Idea what I Might Have Been"	Give a book report from a biography of a famous person--Show how his decision and career choices helped him.
Filmstrips: "The Meaing of Work; Your Job Outlook" (Popular Science) Foundations for Occupational Planning "What are Job Families?" (Society for Visual Education) (L.T.I. Career Information Center)	3. Find resource speaker who will illustrate how his career development related to his past experience and decisions.	
Why Do We? Series "Why Do We Grow" (Eye Gate) (L.T.I. Career Information Center)	4. Open forum, extemporaneous discussion of criminal acts and how they affect jobs. (EX--shoplifting--what effect would this have on your career; article in newspaper, magazine).	
"Career Opportunities I" "Your Life of Work" "Career Planning In a Changing World." (Popular Science)	5. Case workers speak)working with kids). Telling about their experiences. Probation officer as experience.	
Cassettes: "Women of Destiny" tape series		

CAREER PLANNING

Grades 4-6
To be introduced

Factors: (47) - Information Gathering
(49) - Training & Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 47, 49 - Awareness that individuals must consider many variables as they move through their developmental phases of setting career goals.

Behavioral Objective: a) Selecting an occupational cluster, a student will list the training and education requirements and b) discuss the possible outcome of these choices.

Curriculum Considerations: 4-6

Resources	Activities	Evaluations
Widening Occupational Roles Kit (Work) (Science Research Associates) (L.T.I. Career Information Center) Guidance Counselor Students from other grade levels Teachers	1. Have younger students (K, 1st, 2nd, 3rd, Etc.) tell what they want to be--and have the older students visit these rooms and make an inventory of the career sequence compared with themselves. Later, have junior and senior high come in and tell what they want to do.	Choose an occupation and list the training and education choices he needs to consider in planning for this occupation. List the changes and influences that happen in the developmental phases of setting goals.
16 mm Films: "Going Places" (Charles Cohill and Associates, Incorporated) "Keep up With Your Studies" (Coronet)	2. Arrange conference with teacher and guidance counselor in regard to career decisions, or what variables will affect him.	
Filmstrips: "World of Work Series" "It's In Your Hands" (Edu-craft, Incorporated) (L.T.I. Career Information Center)	3. Small group brainstorming on "Variables of Careers." Then compile a master list for whole class.	
Foundations for Occupational Planning: "What Good Is School?" (Society for Visual Education) (L.T.I. Career Information Center)	4. Have students make lists of personal skills, abilities, Etc.	

WORK WORLD
Grades 4-6
To be introduced
Factors: Structure and Nature

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 72 - Begin to understand that conditions created by organized groups and institutions affect the world of work. 1) supply and demand, 2) physical facilities, 3) legislation; federal, state, local.

Behavioral Objective: a) The student will identify the influences of various groups and institutions on the work world.

Curriculum Considerations: Social studies (Grade 6)

Resources	Activities	Evaluations
Filmstrip: "Rise of Industrial America" (Eye Gate)	1. Paper boy--Examine rules and regulations that govern this: age, sex, etc. EX-Food server.	Identify job or career where legislation affects employment.
Foundations for Occupational Planning "What Are Job Families?" (Society for Visual Education), (L.T.I. Career Information Center)	2. Looking at school board policies affecting students.	Show evidence in writing how limitation of physical facilities influence the work environment.
Newspapers and magazines	3. Have students write two original compositions: one how school physical facilities affect the students, as well as one on how home physical facilities affect the student.	Examine a list of food prices from two different seasons. Develop rationale for price difference.
	4. Study newspapers--Ex. Strawberries, tomatoes-take down price for example in January, June, August, September--watch prices change. Watch prices before and after a SALE. (Newspapers, etc.)	List positive and negative influences that affect conditions in the Work World.

WORK WORLD Grades 4-6 Factors: Structure and Nature
To be introduced

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 73 - Begin to understand that conditions in the work world affect groups and institutions.

Behavioral Objective: a) The student will identify both positive and negative conditions in the work world that influence groups and institutions in the work world;

Curriculum Considerations: 4-6

Resources	Activities	Evaluations
Museum materials History books Newspapers and magazines	1. General Objective 73, activities related to General Objective 72 activities.	The student will list five positive and five negative conditions in the world of work that influen ce groups and institutions.
	2. Examine history photographs,' slides, movies, and books showing working conditions--past and present. (EX--Sweatshop family life of migrant workers).	The student will list five current institutions and five current organized groups that would be influenced by conditions in the world of work.
	3.Make a bulletin board of newspapers and magazines illustrating work world conditions.	The student willcompare three institutions and three groups in past history with similar groups today and list the difference in the influencing conditions.
	4. Small group discussion on current event topic of interest, using the problem solving approach relating to work stoppages.	

VOCATIONAL DEVELOPMENT

1. Occupational considerations are based on interests even though interest patterns are not well developed.
2. Vocational preferences are singled out on basis of self-concept.
3. Occupational preferences are involved with sex role and symbols.
4. Vocational preferences mirror the adult world teaching and nursing rank high with girls.
5. Vocational choices are unrealistic.
6. "Work" takes on some personal meaning.

RATIONALE FOR FINE ARTS
Grades 7-9

The responsibilities of the educator as he relates areas of the Fine Arts to Career Education are profound. He must strive to expose students to countless opportunities and alternatives in these areas through a two-fold application of principles inherent in his discipline.

First, he should encourage the talented student to investigate career possibilities in art, music, drama, dance, films, and allied arts.

Second, and equally important, he must see that each student receives a number of experiences in the Fine Arts which will make him aware of possible avocational-leisure time activities; and, he must provide specific activities which will challenge the student with in-depth projects.

Both of these goals will assist a student in the development of a more well-rounded, enriched and satisfying life style.

Through a carefully integrated course of study, the Fine Arts curriculum can provide an opportunity for a student to develop self-awareness, self-understanding, self-direction and personal discipline.

The committee has made several observations which are of importance in the development of a curriculum as it relates to Career Development.

1. The grade level suggestions indicated under Curriculum Considerations for each objective is broad. Fine Arts curricula vary within schools as well as from school system to school system, and each educator must have flexibility to use materials which will meet his needs in the most effective manner.
2. In a number of school systems, certain Fine Arts areas may be stronger at one level than another. In such cases, there will be a need to adjust curriculum considerations to meet the needs of students within a particular discipline.
3. Because of the scope of activities and areas covered within a Fine Arts curriculum, the committee hopes that all academic areas may choose to select objectives from this section for inclusion in their curricula.
4. Co-curricular activities may wish to utilize resources and activities suggestions from the Fine Arts section of this Career Development study as they relate to specific activity areas (i.e., drama coach= self concept activities; modern dance advisor=self concept activities, etc.).

George Larsen	Sheboygan
Esther Rose	Cedar Grove
Patricia Schmidt	Two Rivers
Kenn Spatz	Two Rivers

SELF

Grade 7
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: a) A student will be able to construct a model of self in action with papier mache over a wire armature.

Curriculum Consideration: 7th grade Art - Sculpture unit

Resources	Activities	Evaluation
Student peer group	1. Create a papier mache sculpture of a figure in action. Example: football player cheer leader fisherman	Test on procedures.
Visit a sculpture studio		Observation.
Pictures of sculpture		
Demonstration		

SELF

Grades 7 - 9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: b) The student will set up criteria and compare positive and negative qualities about himself as they relate to society.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources	Activities	Evaluation
Filmstrips: "Your personality: The You Others Know" (FS/C 23) "Failure - A Step Towards Growth" "Dare to be Different" "Reflections of Myself"	1. Discussion (small group): Personality Characteristics (chairman of each group reports to large group)- modified panel discussion approach.	Student will make a list of positive and negative qualities as they relate to topic and discuss them with parents and/or other adults.
Songs: "Getting to Know You" (King and I) (Rodgers and Hammerstein) "Sounds of Silence" "Bridge Over Troubled Waters" (Simon & Garfunkel)	2. Class discussion (after research): famous persons and personality characteristics: a. art figure b. music figure c. sports figure Why must these individuals use self-evaluation constantly?	Report study to teacher.
	3. Role playing.	
	4. Individualized Activity: Identify traits of self: a. psychological b. physical c. social d. special	

Grades 7 - 9
To be emphasized

Concept: I - Understanding of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self-appraisal in a diversified society.

Behavioral Objective: c) Enable the student to evaluate himself objectively--from the standpoint of his physical characteristics.

Curriculum Consideration: Art; Middle school

Resources	Activities	Evaluation
Filmstrips: "Your Personality: The You Others Know" (Guidance Associates)	1. Have students draw self-portraits by looking into mirrors (charcoal or pastel).	Have student identify those physical characteristics that are similar and those which differentiate him from the others.
	2. Have student draw the person sitting across from him.	

SELF

Grades 7 - 9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 75 - Recognize responsibility for self-direction.

Behavioral Objective: The student will be able to give examples indicating why self-direction is necessary.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources	Activities	Evaluation
Teachers Peer Group Filmstrips: "Dare to be Different" "Failure - A Step Toward Growth"	1. Discussion: What is self-direction? How does self-direction affect success in society? one's activities?	Teacher-student conference (student will discuss self, using background of class discussions and activity as basis).
	2. Discussion: "Fitting In" "Standing Out" (based on filmstrip)	
	3. Discussion: Fads and their influence.	
	4. Activity: Start a fad.	
	5. Independent study: (each student will select a project which will develop self-direction emphasis).	
	6. Discussion: Who do you know who you consider self-directed?	
	7. Discuss before filmstrip (no class preparation) and after filmstrip - with some background.	

SELF

Grades 7 - 9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 76 - Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective: The student will be able to list and explain why certain personality qualities are necessary to obtain and maintain a job.

Curriculum Consideration: 8, 9 Fine Arts

6

Resources

Peer groups

Teacher

Films

Science Department

Filmstrips:
"Your Personality - The You Others Know"
"Reflections of Myself"

"Getting to Know Me" (Eye Gate)

"Getting and Keeping Your First Job"

Activities

1. Activity: Make a list of personality attributes.

2. Activity: Role playing and interviews.

3. Film: "Getting and Keeping Your First Job" (discuss film).

4. Activity: Skits (original).

5. Activity: Tape recording of voices
    a. speaking (evaluate)
    b. singing

6. Activity: Telephone techniques (correlate with science of sound).

7. Activity: View and discuss "Getting to Know Me" (choose from any of 6 FS which are appropriate).

Evaluation

Student will set up criteria indicating personal attributes necessary to maintain a job.

SELF

Grades 7 - 9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 77 - Establish positive regards towards oneself.

Behavioral Objective: The student will work with other students in a group project of a wall tapestry. This rug hooking will be a finished project thus giving the student a chance to complete a project and maybe giving him a better opinion of himself.

Curriculum Consideration: 7 - 9 grades - Art Class (Group Project)

Resources	Activities	Evaluation
See a public mural	1. Create a wall tapestry by rug hooking	Class discussion
Book	Examples: A jungle of creatures	Observation
	Our city.	Test on procedures

SELF.

Grades 7 - 9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 70 - Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective: At the end of this unit, a student will be able to list
a) personal characteristics common to many jobs.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources	Activities	Evaluation
Various vocational areas explained by members of community.	1. Activity: Compare jobs and their qualification (individual projects with report to class).	A student will understand and be able to explain that while jobs differ in complexity and basic background, there are many common characteristics found in many jobs.
	2. Discussion: Student panel study of characteristics common to jobs.	
	3. Activity: Guest speakers (discuss and talk with students regarding their jobs and characteristics).	
	4. Students keep lists of important aspects which will be used in final comparison.	
	5. Activity: Present report to class following reports by guest speakers (compilation of material obtained as result of discussions).	

SELF

Grades 7, 8
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 7d - Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective: A student will be able to evaluate a painting which demon-
b) strates his interest and reason for expression.

Curriculum Consideration: 7, 8 grades - Art (Watercolor Unit)

Resources	Activities	Evaluation
Pictures (watercolor)	1. Do a watercolor of a landscape with a dramatic sky.	Observation
Demonstration	Paint the sky area with water. Then apply paint in different areas. Allow the paint to bleed and a colorful sky with clouds will develop. Paint the landscape after the sky has dried.	Peer group discussion.

WORK WORLD Grades 7 - 9 To be emphasized Factors: Socio-economic

Concept: III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective: Upon completion of this study, each student will be able to a) list five practical and three aesthetic reasons for occupations.

Curriculum Consideration: 8, 9 grades - Fine Arts

Resources	Activities	Evaluation
Peer group Teachers Magazines Newspapers	1. Activity: Define "vocation and avocation" and "practical need" and "aesthetic need" as they relate to topic.	The success of the student to list practical and aesthetic reasons for jobs of his choice.
Interviews	2. Show filmstrip.	
Filmstrip: "Leisure Time - Time to be Yourself" (Eye Gate)	3. Activity: List need of society a. practical (conductor, singer, painter, architect) b. aesthetic (museum, concert, disc jockey).	
	4. Activity: Develop a file of job characteristics and classify according to how they pertain to practical and aesthetic needs of society.	
	5. Activity: Attend play, concert, view TV program, listen to special radio program and develop a written or oral report relating to practical and aesthetic needs fulfilled by activity.	

WORK WORLD		Grades 7 - 9 To be emphasized		Factors: Socio-economic--Aesthetic

Concept: III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisy the needs of society.

Behavioral Objective: b) A student will be able to create a design in a 9" circle and explain how society's needs determine the design or decoration of dishes/utensils.

Curriculum Consideration: 7 - 9 grades - Art Class - Design Unit (2D)

Resources	Activities	Evaluation
Visit a china shop Art history (surface design of pottery)	1. Create a design in a 9" circle to be sandwiched into a Melmac plate; Examples: Border Design Center Design All-over patter, etc.	Student will be tested on the procedures. Observation.

WORK WORLD

Grades 7 - 12
To be emphasized

Factors: Socio-economic and
Political

Concept: III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective: c) Explain how occupations are an outgrowth of specific needs in everyday living.

Curriculum Consideration: Middle School and High School Art

Resources	Activities	Evaluation
Filmstrips: "Understanding the Crafts: Pottery" (Educational Dimensions Corp.)	1. Create a coil-built or wheel-thrown pot of firing-clay.	General discussion.
	2. Discuss the necessity of the potter's vocation in the past and (in certain countries) in the present. Compare it with the industrialized pottery of our day.	
	3. Discuss how pottery now has become an avocation in many instances. Where it once had a functional use, it has now become ornamental.	

WORK WORLD

Grades 7 - 9
To be emphasized

Factor: Socio-economic

Concept: III - Occupations exist for a purpose.

General Objective: 110 - Understand that one's individual needs change as he progresses through life.

Behavioral Objective: A student will be able to describe attitude changes which may occur as social, economic and aesthetic factors which may affect his life style.

Curriculum Consideration: 8, 9 grades - Fine Arts

Resources	Activities	Evaluation
Parents Other adults Members of Work World Filmstrips: Leisure Time "Have You Tried" (Eye Gate)	1. Activity: Interview parents and other adults to determine how their attitudes changed over a span of years. (suggested starting point) a. income b. recreation c. response to various types of art and music d. dancing e. movies f. dress styles (fashions in general) g. home requirements h. need for "frills" i. reading j. friends	A student will describe, with understanding, the factors which may affect his life style (based on his contact with his parents and others in his neighborhood or the world of work).
	2. View and discuss: "Have You Tried" stressing: alternatives to boredom.	

WORK WORLD

Grades 7 - 9
To be emphasized

Factor: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 213 - To show that what is work for one individual may be avocationally oriented to another.

Behavioral Objective: A student will be able to give examples of the interrelationship of work and avocation activities.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources	Activities	Evaluation
Members of business community and world of work. Filmstrip: "Time To Be Yourself" (Eye Gate)	1. Discussion: Establish differences between terms "vocational" and "avocational".	A student will be able to understand and explain the meaning of the general objective.
	2. Activity: Panel discussion a. disc jockey b. member of business community Topic: "What's Work for You is Pleasure for Me" (Try to secure business representative whose leisure time activities are fine arts oriented).	
	3. Activity: Class survey. Goal: compare work world vocations to leisure time activities. Involvement: civic groups (i.e. Civic Band, Civic Chorus, Civic Orchestra, Local Drama Group, Church Choir).	
	4. Activity: Class survey. Goal: compare world of work and leisure time activities. Involvement: school faculty (emphasis on fact that out-of-school activities will often be varied).	

WORK WORLD Grades 7 - 9 Factor: Nature
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 214 - To understand that what is work for one individual may be avocationally oriented to another.

Behavioral Objective: A student will be able to give examples of the interrelationship of work and avocational activities.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources	Activities	Evaluation
Members of Business Community Filmstrip: Leisure Time "Time To Be Yourself" (Eye Gate)	1. Guest speaker a. disc jockey b. members from business community whose leisure time is Fine Arts oriented.	A student's explanation will indicate the understanding of the general objective.
	2. Survey: Civic groups (bands, orchestra, drama) to compare occupations of membership as opposed to the activity involved.	
	3. Survey faculty to determine leisure time activities.	
	4. View filmstrip.	

Grades 7, 8
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 83 - Develop an understanding that personal and social needs may be met through work.

Behavioral Objective: Explain how working in a group meets social needs.

a)
Curriculum Consideration: 7, 8 grades - Art Class (Group Project)

Resources	Activities	Evaluation
Board Group discussion	1. Group type activity as opposed to individual project. Examples: murals mobiles posters etc.	Explain how you were important to the group in the project.

SELF

Grades 7 - 9
To be emphasized

Concept: V - Work means different things to different people.

General Objective: d3 - Develop an understanding that personal and social needs may be met through work.

Behavioral Objective: b) A student will be able to explain how work, physical or sedentary, supplies the needs for everyday living, as well as those needs for recognition and general well-being in our society.

Curriculum Consideration: 7 - 9 grades - Art

Resources	Activities	Evaluation
Articles from history; pictures	1. Have students plan and make a mural on the history of work--from primitive man to man of today.	Observation of students' participation.
	2. Student debate: (Pro and con). "Only those who work physically, really work."	

WORK WORLD | Grades 7 - 9 To be emphasized | Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 115 - Understand that a person's life style will be affected by his career choice.

Behavioral Objective: A student will be able to explain how the work world and leisure world may affect his life style.

Curriculum Consideration: 7 - 9 grades - Fine Arts (follow-up of concept IV)

Resources	Activities	Evaluation
People from work world (in community) Faculty	1. Discussion: Define "life style".	Through discussion the teacher will be able to judge whether the student understands that an individual's leisure time activities will complement and balance his work world activities or that the student needs more background to draw conclusions and make judgments.
Filmstrips: Leisure Time Series "Free Time Is Not So Free" (Eye Gate)	2. Discussion: What is a career?	
"Leisure on a Shoestring"	3. Activity: Research and report on: life style of well known individuals with emphasis on a. work world b. leisure time (world)	
	4. Activity: Small group discussions: relate findings of research project and make comparisons.	
	5. Activity: Class presentation: Chairmen of small groups present findings of their groups to entire class.	
	6. Activity: Speaker. Select member of community who has strong leisure time interest in at least one of the arts (i.e. doctor who paints, sings, etc.).	

WORK WORLD

Grade 8
To be emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 117 - Understand that entry into an occupation depends upon one's training/education background.

Behavioral Objective: a) A student will explain the importance of concrete demands and training needed by some jobs as they relate to the four procedures in gem cutting.

Curriculum Consideration: 8 grade - Art (Gem unit)

Resources	Activities	Evaluation
Gem books Gem magazines Teacher	1. After finding a gem stone, the student will: a. slice the stone b. scribe the shape on c. cut the new shape d. polish.	Test on procedures. Observe--have student explain importance of demands of training needed by a job.

WORK WORLD

Grades 7 - 9
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 117 - Understand that entry into an occupation depends upon one's training/educational background.

Behavioral Objective: A student will be able to list the training and educational b) requirements for a vecation of his choice.

Curriculum Consideration: 8, 9 grades - Fine Arts

Resources	Activities	Evaluation
Guidance Department	1. Activity: Refer to the "Visit A" activities list.	Student will understand educational and training required for an occupation of his choice (teacher conference, class discussion, oral report, etc.).
Pamphlets and magazines (Dept. of Labor)		
Community business and professional persons	2. View filmstrips with students and parents. Discuss using guide.	
Filmstrips: "Your First Year in High School" "High School Course Selection & Your Career" (Guidance Associates)		

FINE ARTS ACTIVITIES

- Music: large group activities
  - instrumental
  - vocal

- Music: small group activities
  - instrumental
  - vocal
- Music: solo performances
  - instrumental
  - vocal

- rhythm exercises
- body movement
- filmstrips and movies
- records, tapes
- write a critique
- attend an art/music class
- attend a drama class
- visit an antique shop
- visit an advertising agency
- keyboard experiences
- visit a musicologist
- visit a critic (music, art, drama)
- visit a museum
- visit an arts center
- visit a craft shop
- visit a piano tuner
- visit a piano teacher/class
- visit a vocal teacher/class
- visit an instrumental teacher/class
- visit an instrument factory
- visit a piano factory
- visit a music arranger
- visit a music composer
- visit a poet
- visit a professional musician
- visit a conductor/director
- visit a Minister of Music (church)
- compose a song (words and music)
- visit a tour guide
- visit a music/art/drama librarian
- music camp administrator/counselor/teacher
- visit an illustrator
- visit a cartoonist
- visit a publishing house
  - music
  - books
- visit a commercial artist
- visit a monument factory
- visit a music store
  - large
  - small

- visit a music therapist
- visit a foundry
- visit a mine
- visit a dancer
  - classical
  - modern
  - jazz
  - rock and roll
- visit a dance studio
- visit an actor/actress
- visit a director
- visit a scene designer
- visit a lighting designer
- visit a properties shop
- visit a costume shop
- visit a whistler
- serve as a student teacher
- make posters and displays
- visit an artist's studio
- visit a sculptor
- visit an architect
- attend a concert
- attend a play
- visit an art festival
- visit a potter
- visit a silk screen shop
- visit a poster and sign business
- visit a paint factory
- visit a film maker
- visit a fashion designer
- visit a city forester/landscape arch.
- visit a print shop
- participate in all types of programs
- attend a movie
- view television programs
- visit an occupational therapist
- visit an acoustical engineer
- visit hearing aids business
- visit a choreographer
- visit a television studio
- visit a radio station
- visit a doctor (ear, eye, throat)
- attend a stage show
- visit a novelist
- visit a screen writer

(add to list on back side of sheet)

Grades 7 - 9
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 65 - Understand why each individual is unique.

Behavioral Objective: A student will indicate his understanding of his uniqueness
a) by picturing himself engaged in an activity he enjoys (which would not necessarily be enjoyed by others).

Curriculum Consideration: Art - Middle School

Resources	Activities	Evaluation
Filmstrips: "Your Personality: The You Others Know" "High School Course Selection --Your Career" (Guidance Associates) "Dare To be Different"	1. "Getting to Know You" Have student (in water color or pastel) do a composition which shows which activities are of particular interest to him.	Post work and discuss differences in likes and dislikes. Post drawings and arrange similar ones into groups.
	2. "Getting to Know You" Have student paint himself doing work (engaged in an occupation) that he might like to do.	

SELF

Grades 7, 8
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 05 - Understand why each individual is unique.

Behavioral Objective: A student will explain why he chose an art or a crafts
b) class.

Curriculum Consideration: Before entering 7 or 9 grade

Resources	Activities	Evaluation
Teacher School display boards	1. The student will know what each course offers. Through knowing their own interests they will choose art or crafts as the course best suited to the student.	Student will write why he chose the course.

CAREER PLANNING	Grades 7 - 9	Factors: Family, Peers, and
	To be developed	Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective 92 - Understand the influence of one's parents on career planning.

Behavioral Objective: a) A student will be able to compare parental influences in his life to that of people interviewed by his peer group.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources	Activities	Evaluation
Parents Community	1. Interview individuals in the world of work. (emphasize fine arts careers).	Small group discussions to evaluate influences.
Filmstrips: "Your First Year In High School" (Guidance Associates)	2. What influence did your parents have on your choice of career? a. tradition b. economics c. prestige d. social e. personal advantages and disadvantages.	
	3. Class and parents viewing and discussing the filmstrip "Your First Year in High School." (Use guide for assistance).	

CAREER PLANNING — Grades 7 - 9 — Factors: Family
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 92 - Understand the influence of one's parents on career planning.

Behavioral Objective: The student is able to explain how parents' reactions to
b) complete work will influence one's career choice:
  a. positively
  b. negatively

Curriculum Consideration: At the end of each art project.

Resources	Activities	Evaluation
Books on framing and matting	1. To mat or frame 2-D work so it may be hung.	Explain, using examples, the influence of parents on one's career choice. a. positively b. negatively.
Parent-student discussion		
Home environment	2. To create art projects that will fit into the home environment and color scheme.	
Filmstrips: "Your First Year in High School" (Guidance Associates)		

WORK WORLD

Grades 7 - 9
To be developed

Factors: Individual-Psychological

Concept: X - Environment and individual's potential interact to influence career development.

General Objective: 127 - Understand that a person's mental and physical health are affected by career choice.

Behavioral Objective: A student will identify mental and physical health characteristics which may affect his performance and help to determine his choice of career.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources

Psychologist and/or Psychiatrist from Mental Health Clinic

Clergyman

Guidance person

Music or Occupational Therapist

Activities

1. Activity: Guest speaker to provide background information.

2. Activity: List and discuss individual physical and mental reactions to varying activities.
    a. singing or playing a solo
    b. acting in a play or skit
    c. making an oral report
    d. participating in an athletic event
    e. being in a debate
    f. answering a question in classroom situation
    g. being in a leadership position in an activity.

Areas to be stressed:
  a. nervousness or feeling of ease
  b. ability to control speaking and/or singing voice
  c. physiological conditions
    1) perspiration
    2) rapid heart beat
    3) rapid breathing
    4) lack of breath
    5) nausea
    6) headache
    7) unsure feeling or confident
    8) feeling of power
    9) attitude/response to challenge.

Evaluation

Student will be able to understand some of his own physical and mental health characteristics and will be able to discuss them intelligently.

SELF

Grades 7 - 9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: a) A student will be able to show how external conditions determine people's life styles.

Curriculum Consideration: Middle School - Art (Unit on figure drawing)

Resources	Activities	Evaluation
Geographical material: Pictures, articles, or film which show life style of another era, or present-day people of a more primitive society. Filmstrips: "Understanding the Crafts: Potters" (Educational Dimensions Corp.)	1. After viewing film or studying life style of North American or South American Indian, primitive African, etc., make a sketch of a worker engaged in his particular "profession." Develop into a drawing or painting.	Have student explain how conditions determined "professions." Compare with conditions and professions of today.
	2. Construct a coil-built pot of firing clay, such as might have a utilitarian purpose.	

SELF

Grades 7 - 9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: b) Construct a diorama of life of another era, thereby illustrating a number of factors that determined that particular life style.

Curriculum Consideration: Art - Middle School -Pre-Thanksgiving lesson

Resources	Activities	Evaluation
Historical material, pictures, articles Field trip to Museum of American History, if possible (example: Wade House, Hy. 23, between Plymouth and Fond Du Lac)	1. a. Discussion b. Construction of Diorama: "Thanksgiving at Grandma's".	Discussion: Present-day Thanksgiving celebration as compared to that of our grandparents. Observation of how conditions determined even children's "chores".

WORK WORLD

Grades 7 - 9
To be emphasized

Factors: Individual-Psychological

Concept: XI - Occupations and life styles are interrelated.

General Objective: 130 - Understand that some individuals are attracted to careers because of observations of life styles of certain workers.

Behavioral Objective: A student will be able to evaluate the relationship of life styles to careers.

Curriculum Consideration: 7 - 9 grades - Fine Arts

Resources	Activities	Evaluation
Peer Group Teacher Guidance Person	1. Activity: Study life styles of individuals in specific work areas and draw up a list of characteristics: a. symphonic conductor vs. rock performer b. portrait painter vs. cartoonist c. dramatic actor vs. comedian. Stress Areas: a. public image b. hours when working c. preparation for work d. hours for leisure time e. employer-employee relationship f. income considerations g. leadership responsibilities.	Student will be able to list factors which determine life style and career selection.
	2. Activity: Discuss and make a list of characteristics of life styles with special emphasis given to: a. economic b. political c. social implications	

WORK WORLD

Grades 7 - 9
To be developed

Factors: Socio-economic

Concept: XI - Occupations and life styles are interrelated.

General Objective: 133 - Recognize that leisure time activities may affect career choice.

Behavioral Objective: a) The student will be able to identify a vocation which is an outgrowth of leisure time activities.

Curriculum Consideration: 8, 9 grades - Fine Arts

Resources	Activities	Evaluation
Sports enthusiasts Librarian Community Filmstrips: "Work for What?" "Time To Be Yourself" (Eye Gate)	1. Public Performance Concert Solo Theatrical Exhibit	List leisure time activities which might become vocations.
	2. Economic Factors involved in leisure time activities.	
	3. Hobbies or leisure time activities become careers: Record collector - Record Shop Fishing - Commercial Fisherman Athlete - Sports Shop Reading - Librarian	
	4. View and discuss FS/C "Work for What?"	

WORK WORLD

Grades 7 - 9, 10 - 12 Factors: Socio-economic & Political
To be developed & emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 133 - Recognize that leisure time activities may affect career choice.

Behavioral Objective: b) A student will explain how hobbies or avocations may affect the person's choice of a vocation:
  a. positively
  b. negatively

Curriculum Consideration: Middle School, High School - Art

Resources	Activities	Evaluation
Filmstrips: "High School Course Selection and Your Career" "Jobs for High School Students" (Guidance Associates)	1. Give student time to interview parents or others in order to be able to gather material for his article telling how a hobby became a vocation, or how the hobby influenced their vocation.	Have students describe an instance within his knowledge where a hobby or avocation affected the person's choice of a vocation a. positively b. negatively
	2. Attend a regional art show a. observe the connections between and the overlapping of "amateur" and "professional" areas.	
	3. Discuss filmstrip.	

WORK WORLD

Grades 7 - 9
To be developed

Factors: Socio-economic,
Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 135 - Understand the influence exerted upon the nature and structure of work by a) laws, b) labor management, c) professional associations, d) licensing requirements and society.

Behavioral Objective: A student will be able to explain the four points stated above as they relate to a specific career.

Curriculum Consideration: 8, 9 grades - Fine Arts

Resources	Activities	Evaluation
Personnel Manager from Industry Community Employment Office	1. Discuss: laws labor management professional associations licensing	Evaluate his project (2)
Kits: SRA Widening Occupational Roles Kit (Science Research Associates)	2. Select a vocation and check on the requirements and how they relate to the above. (stress fine arts area)	

HOME ECONOMICS RATIONALE
Grades 7-9

In our everyday changing society a need for self identification and direction is of paramount importance. Therefore the ideas set fourth have been developed to help the individual know himself and the opportunities present to him in this society.

This is only meant to be a guide, not a detailed curriculum,and can be incorporated as the instructor finds applicable to his/her individual situation.

Two-Week Participants:
Judy Stygar - Two Rivers

Three-Week Participants:
Carol Witt - Sheboygan
Joyce Frings - Sheboygan Falls

SELF

Grades 7-9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: Recognize the need for continuous self appraisal in a
74 - diversified society.

Behavioral Objective: The student will be able to identify the characteristics he possesses and would like to gain, which will help him in a changin society.

Curriculum Considerations: Home Economics - (Grooming)

Resources	Activities	Evaluation
Filmstrips: "Your Personality: The You Others Know" (FS/c23) Foundations for Occupational Planning or "Who Are You" "Failure - A Step Towards Growth" "Dare to be Different" "Reflection of Myself"	1. Know Yourself a. Write list of good and bad traits that apply to you. b. Draw classmates name from a hat, make listing of his good and bad characteristics.	Keep a weekly chart of progress made in improving your personal characteristics.
Commercial Companies Bonne Belle Avon Revelon Kimberly	c. Compare self listing with listing from classmate.	
Guest speakers	2. Write paragraph describing a personal experience of failure.	
Field Trips	3. Have individual students write to companies requesting information for personal improvement and reporting findings to the entire class.	
	4. Prepare questions to be answered by the speaker.	
	5. Panel discussion of what was seen and its relation to them.	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Individual Psychological

Concept III - Occupations exist for a purpose.

General Objective: 110 - Understand that one's individual needs change as they progress through life.

Behavioral Objective: (a) The student will be able to Distinguish how career and life planning are interrelated and that one will often change the other. Plans must be made carefully and flexibly, including family, money needs, etc.

Curriculum Considerations: Home Economics (Home Management).

Resources	Activities	Evaluation
(Money Management) - 9th Money institutions 1) Printed materials 2) Guest speakers 3) Field Trips 4) Films - Filmstrips	1. Keep a record of your earning and spending patterns.	a. Write an explanation for your spending habits and why it differs from day to day or from one stage of the life cycle to another.
	2. Make a one month budget for a hypothetical family. Compare the budget with realistic family budgets which the student has come in contact with.	b. Does your position in society affect your budget habits?
(Food Management) - 8 or 9th Food, ads, TV	3. Compare the budgeting of various life styles at the different stages of the life cycle.	
Radio, periodicals, etc. Guest speakers.	4. Make a collection of ads, analyzing how they appear to different stages of the life cycle.	c. Teacher will evaluate students collection.
Tours: Grocery Store Food manufacturing company	5. Students will plan a menu for each stage of the life cycle with emphasis on cost and nutritional value.	d. Compare the cost and nutrition patterns at the different stages of the cycle.
(Clothing Management) - 9th Pattern books, fashion magazines, TV Filmstrips: Sears Fashion Forecast	6. Construct a booklet illustrating typical clothing for various careers in comparison to what they wear in school.	e. Analyze which clothing can be adoptable in various careers.

WORK WORLD | Grades 7-9 To be emphasized | Factors: Structure & Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 114 - Understand that within Home Economics, there is a wide wide range of occupations.

Behavioral Objective: (a) The student will be aware of the different occupations within each area of Home Economics.

Curriculum Considerations: Introductory Home Economics.

Resources	Activities	Evaluation
Filmstrips: "What are Job Famalies" (Foundations for Occupation Planning)	1. a. Define Home Economics b. List practical use for the various areas brought out in the definition.	Have student select an area of Home Economics and indicate what practical use he might like in that area and why. Have student list four occupations within his favorite area of Home Economics.

WORK WORLD

Grades 7-9
To be emphasized

Factors: Individual Psychologic

Concept: V - Work means different things to different people.

General Objective: 116 - Understand that people work for different rewards such as monetary, personal satisfaction or recognition.

Behavioral Objective: Students will become aware that the rewards from working can be monetary, personal satisfaction or recognition.

Curriculum Considerations: Introductory Home Ecomonics.

Resources	Activities	Evaluation
Employed people in the community	1. Have students select an area of Home Economics and interview a person employed in that field, emphasizing the questions - What type of rewards do you receive from your work? etc.	List the rewards brought out by each interview and in some way show which are common to several.

CAREER PLANNING
Grades 7-9
To be developed
Factors: Family, Peers and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 93 - Aware of the influence of peer association on his career planning.

Behavioral Objective: (a) Given an introduction and development of the psychology of peer association influence, the student will be able to provide examples how this does affect their career preferences.

Curriculum Considerations: 7-9 Friendship

Resources	Activities	Evaluations
16mm Film: "Belonging to the Group" (Encyclopedia Britannica) "Unfinished Stories" Guidance series. (Doubleday and Company, Incorporated).	1. Teacher introduction of psychology of peer association influence.	After discussion of film, a short objective test on its main points.
	2. Role playing of choosing friends showing "peer pressure."	Student paper on how his peers influence him.
Book: Techniques in Guidance by Traxler, Arthur Filmstrip: "Your Personality: The You Others Know" (FS/C23) (L.T.I. Career Information Center) (Show after sociogram)	3. Make sociogram of class. Research and discuss but leave out names.	Teacher evaluates discussion of sociogram and filmstrip.

WORK WORLD Grades 7-9 Factors: Individual Psychological
To be developed

Concept: X - Environment and individuals potential interact to influence career development.

General Objective: 128 - Understand that personality is an important factor in securing and holding a job.

Behavioral Objective: (a) Through various presentations and background materials, the student will evaluate socially desirable and acceptable personality traits and will relate them to job security and longevity.

Curriculum Considerations: 7th - 9th health, physical education, home economics. (Grooming) Personality.

Resources	Activities	Evaluations
Filmstrips: "Your Personality: The You Others Know." (FS/C 23) (Guidance Associates)	1. Show filmstrips and have students write down characteristics the filmstrip showed as important.	Evaluation of discussion.
"Choosing Your Career" (FS/C 34) "Getting and Keeping Your First Job" (FS/C 32)	2. Discussion based on guide of Part A.	
(L.T.I. Career Information Center)	3. Investigate a particuler career of interest to find out if your personality fits the career choice.	Evaluation of personality traits list.
"Getting and Keeping a Job" (Popular Science) (L.T.I. Career Information Center)	4. After viewing films compile a list of general personality traits needed to obtain and hold a job.	

SELF

Grades 7-9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: (a) A student will be able to identify the characteristics of his life style.

Curriculum Considerations: 9th Family Living.

Resources	Activities	Evaluations
Self analysis check test	1. Define and compare life styles.	Student's evaluation of himself.
Booklet: "Quest" (Bruce Publishing Company)	2. Discussion to determine the factors that shape one's life style.	
Filmstrips: "Liking Your Job and Your Life" (Guidance Associates) (L.T.I. Career Information Center)	3. Class discussion to determine if one can alter his life style.	
	4. Use a self analysis check list to examine self.	
	5. Class discussion on social quest, personal quest, and vocational quest.	

SELF

Grades 7-9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: (b) A student will be able to infer that his life style may change.

Curriculum Considerations: 9th Grade. Family Living.

Resources	Activities	Evaluations
	1. Problem solving situations to determine change.	Will come from student participation in discussions.
Booklets: "Quest: Discovery through Guidance." (Bruce Publishing Company) "Problem Solving to Improve classroom Learning." (Science Research Associates)	2. List likes and dislikes and compare to earlier development (lower grade).	
	3. Present problem of moving to a new environment.	

WORK WORLD

Grades 7-9
To be developed

Factors: Individual Psychological

Concept: XI - Occupations and life styles are interrelated.

General Objective: 129 - Understand that emotional qualities needed for self-fulfillment differ among jobs.

Behavioral Objective: (a) The student will be able to distinguish that emotional qualities needed for self-fulfillment differ among jobs.

Curriculum Considerations: 9th Family Living.

Resources	Activities	Evaluations
	1. Define emotional qualities needed for self-fulfillment.	Give several jobs and have students identify some emotional qualities required.
	2. Compare two jobs and distinguish the emotional qualities required in each.	
Occupational Outlook Handbook General T.V. viewing		

WORK WORLD

Grades 7-9
To be developed

Factors: Social, Economic, and Political

Concept: XI - Occupations and life styles are interredlated.

General Objective: 133 - Recognize that leisure time activities may affect career choice.

Behavioral Objective: (a) Students will be able to point out how leisure activities could lead to careers.

Curriculum Considerations: Introductory. 7th

Resources	Activities	Evaluations
Classroom activities	1. Make a list of activities learned in Home Economics which are now for leisure time but could lead to a job.	Activity would be the evaluation.
	2. Have student list his own hobbies and what careers might evolve.	

H

CAREER PLANNING

Grades 7-9 Factors: Information Gathering
To be developed

Concept: XIII - Career development requires a continuous and sequental series of choices.

General Objective: 103 - Gain a knowledge of the components of the decision making process.

Behavioral Objective: (a) The student will be able to define the components of the decision making process.

Curriculum Considerations: 9th - Money Management.

Resources	Activities	Evaluations
	1. Problem solving exercises	Observation of student's decision making rational.
Filmstrips: "Learning to Make Decisions" (Society for Visual Education)	2. Define and list the various components in decision making.	
Foundations For Occupational Planning (CFS/2) "Who Are You?" "What Do You Like to Do?" (L.T.I. Career Information Center)	3. Sound filmstrip "Learning to Make Decisions." Discuss its major points.	
Booklet: "Problem Solving to Improve Classroom Learning" (Science Research Associates)	4. CFS 2 - Foundations for Occupational Planning. Series of 5 captioned filmstrips: "Who Are You?" "What Do You Like to Do?" Discuss how this related to decision making.	

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be introduced

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 105 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: (a) The student will be able to identify various adjustments that are needed when caring for children.

Curriculum Considerations: 7th Child Care.

Resources	Activities	Evaluations
Parent or adult Professional or resource people. Kindergarten classroom	1. Discuss and list various types of adjustments such as physical, mental, social, Etc.	Give the student a situation caring for children and have him identify the adjustments necessary to maintain employment.
	2. Role play adjustment: a) Baby-sitting b) Playground attendant c) Child care center	
	3. Interview parents or adult to discover adjustments needed to maintain employment.	
	4. Class chose a job to discuss specific adjustments.	
	5. Divide into groups and select jobs for adjustment discussion.	
	6. Collage of adjustments as a student.	

INDUSTRIAL EDUCATION RATIONALE
Grades 7-9

The dissemination of materials on careers and occupational information has always been included as a part of Industrial Education Programs.

With this thought in mind, the career centered materials formulated in this guide are an endeavor to establish this information in an acceptable form for all areas in Industrial Education.

No attempt has been made to pin-point specific areas, but rather to establish a tool usable to all. Included are several specific areas in which specific sequence has been established. Each teacher using this guide will adopt and include materials pertinent to his field. Resources and activities listed are suggestions and will depend upon the individual teacher.

In this guide the designation 7, 8, 9 refers to Industrial Arts on the Junior High level; 10, 11, 12 refers to Industrial Arts and Vocational Education on the High School level; 13 and 14 refers to Vocational and Technical Education at the Technical School level.

Three-Week Participants:

Colin Carpenter - Horace Mann, Sheboygan
John J. Debrauske - Urban, Sheboygan
Anton H. Kotyza - Washington, Two Rivers
Ken Lehmann - Horace Mann, Sheboygan
Don McCabe - Oostburg High, Oostburg
Marvin R. Nicla - North, Sheboygan
Don R. Pangborn - North, Sheboygan
Roger Rulseh - L.T.I., Sheboygan
David A. Schmitt - L.T.I., Manitowoc
David C. Smith - North, Sheboygan
Duane Waterman - North, Sheboygan

SELF

Grades 7-9
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: a) The student will be able to define the process of self-analysis and identify the need of such in a diversified society.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Filmstrips: "Your Personality: The You Others Know" [1]	1. Filmstrips, "Your Personality: The You Others Know"; "Preparing for the World of Work"; "Failure: A Step Towards Growth." [1]	Have students write a short report explaining the meaning of self analysis and appraisal. [1]
"Preparing for the World of Work" (FS/C 31) [1] "Failure: A Step Towards Growth" (FS/C 21) [1] (L.T.I. Career Information Center)	2. Identify the traits of self: a) Psychological b) Physical c) Social [1]	Have students write a short report explaining the reasons or needs of periodic self appraisals. [1]
Teacher [1] Peer Group [1] Filmstrips: "Personality in Business" [1] (Popular Science Audio-Visuals)	3. Discuss the case of Bart Starr or a similar athlete who must use self-appraisal and why. [1]	Students with aid of teacher will evaluate student's strong and weak points. [2]
Teacher made rating scale of traits students are expected to show growth in industrial arts. [1]	4. Discuss with parents or adults times of self-appraisal and decision in their lives. [1]	Students will explain how the people in the films used self-analysis, and how self-analysis is related to their lives.[2]
Rating scale of a particular job in a specific mfg. or construction business. [1] Teacher, student(8th,9th)[2] 16mm Films: (9th) "Where the Action Is" (F 1)[2]	5. Present information in regard to the meaning of and process of self analysis and appraisal and its need in our diversified society. [1]	

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
16mm Films:(contd) "Is a Career As a Technician for You" (F 5) [2] (L.T.I. Career Information Center) Text: Hand Tools and Machines [4]	6. Present information in regard to the three broad catagories of the self to include: psychological, physical, and social. [1]	Write a short paper of self-appraisal as related to each different job. [4]
	7. Have students research and list the traits necessary for growth in a particular industrial arts course and rate themselves on a teacher made scale. [1]	
	8. Have students investigate the growth traits necessary for entrance and continuance in a mfg. or construction business and compare to those of an industrial arts class. [1]	
	8th & 9th GRADES 1. Individual Project [2]	
	9th GRADE 1. View films and discuss. [2]	
	1. Mass Production Project: Assign students different jobs, different days. [4]	

* ([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

SELF

Grades 7-9
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 75 - Recognize responsibility for self direction.

Behavioral Objective: The student will be able to explain why responsibility for self direction is needed.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Teacher [1] Peer Group [1] Library [1] Films: FS/C 31 "Preparing for the World Of Work." [1] (L.T.I. Career Information Center) "It's Your Move" [1] "My Life to Live" [1] (Coronet Films) "Where do I go From Wherever I Am?" [1] (NEWIST) "Vocational Decisions" [1] (Society for Visual Education) "Careers: Mechanical" [1] (9th-[3]) "Building a Better Life"[1] Teacher, student (8th,9th [2]) Text: Hand Tools and Machines [4]	1. Discuss and define self direction. [1] 2. List people that students recognize as self-directed. Discuss with them. [1] 3. Write a short paper on one day--Make a list of things you did showing self-direction. Explain why you did them. [1] 4. Film--"Preparing for the World of Work." [1] 5. Film--"It's Your Move: Decisions for Discussion."[1] 6. Film-"My Life to Live." [1] 7. Film-"Vocational Decisions" [1] 8. Film-"Where do I go From Wherever I Am." [1]	From activities and projects. Students apparent direction toward self-direction. [1] Write a short report explaining the need for self-direction. [1] Provide the students with a problem, e.g., "Design a Product," and allow them to work on an independent study basis through the completion of a full scale model of their proposal. (Teacher-pupil planning and inspection points would be at the selecting an idea (sketch form) phase, working drawing phase, production plan phase and evaluation). [1]

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 7-9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 76 - Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective: a) The student will be able to identify the personal attributes necessary to obtain and maintain a job.

Curriculum Considerations: 8th-9th Grades

Resources	Activities	Evaluations
Teacher Peer Group Guidance associates--Multi-Media Center	8th GRADE 1. List the attributes necessary to obtain and maintain a job.	8th GRADE Have the student list the attributes that he has.
Career catalog	2. Give students a list of personal attributes. Relate them to a job and to school.	9th GRADE Teacher evaluation of students list of personal qualities of job success.
Films: "Getting and Keeping Your First Job." "What You Should Know Before You Go To Work" (L.T.I. Career Information Cebter)	3. Film,"Getting and Keeping Your First Job".	
	9th GRADE 1. Film, "What You Should Know Before You Go to Work"	
	2. Make a list of personal qualities for job success.	

SELF

Grades 7-9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 77 - Establish positive regards toward oneself.

Behavioral Objective: a) The student will be able to write an explanation or list the advantages of a positive self concept.

Curriculum Considerations: American Industry I

Resources	Activities	Evaluations
7th GRADE Filmstrip: "Your Personality: The You Others Know." (L.T.I. Career Information Center) (FS/C 23)	7th GRADE 1. View filmstrip "Your Personality: The You Others Know."	7th GRADE Teacher evaluation of discussion and/or student's paper.
8th GRADE Filmstrip: "Your Personality: The You Others Know." (FS/C 23) (L.T.I. Career Information Center) Booklet: "Discovering Yourself" (Science Research Associates) Junior Guidance Series and/or Guidance Series (Science Research Associates)	8th GRADE 1. Review filmstrip 2. Discussion questions: a) What personality traits attract you? Turn you off? b) Is it possible for a person's personality to be different from his character? c) What do other people do that makes you feel awkward or self-confident? d) "Human beings are capable of changing their personality and character." Do you agree this is true? To what extent? 3. Successful laboratory activities.	8th GRADE Teacher evaluation of discussion and/or student's paper.
9th GRADE Adult student admires "Your Personality: The You Others Know" (FS/C 23) Booklet: "Discovering Yourself" (SRA)		9th GRADE Teacher evaluation of discussion and/or student's paper. When asked the student will be able to list orally or in writing the advantages of a positive self concept. When asked the student will be able to describe orally or in writing the advantages of being concerned about oneself and improvement.

Resources	Activities	Evaluations
Tools or machines and materials for the operations necessary to complete a part of a product.	4. Present information in regard to the meaning of self concept.	
Machines and materials necessary for production of a part of a product.	5. Present information in regard to the meaning and advantages of a positive self concept (emphasizing the value of concern for oneself)	
	6. Discuss the disadvantages of a negative self concept or lack of concern for oneself.	
	7. Provide the students with an opportunity to become skillful in some narrowrange job.	
	8. Provide the students with an opportunity to demonstrate the safe use of a dangerous machine and explain the advantages.	
	9Th GRADE 1. Write a short paper on the adult you admire most. What are the persons' special qualities of personality and character that make you feel this admiration?	

SELF

Grades 7-9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 78 - Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective: a) After appropriate background understanding of personality, personal worth, etc., the student will state that a job is only a niche in society and it is the person who fills the job who brings it to life and personalizes it.

Curriculum Considerations: American Industry I [1], and Woodworking [4] *

Resources	Activities	Evaluations
7th GRADE Local employer [1]	7th GRADE 1. Guest speaker--employer speaks of importance of each employee on the job. [1]	7th GRADE List three ways people bring dignity and worth to their job. [1]
8th GRADE Teacher lead discussion on activity one under 8th grade. [1]	8th GRADE 1. When a tree falls in the forest, unless there is someone there to hear it, does it make noise? Same is true for a job. It is nothing until the person comes in to take the job. Discuss the above. [1]	8th GRADE Teacher evaluates student's discussion. [1]
9th GRADE Student or family's past experience. [1] Videotape: "Construction Trades"[4] (VT 10) (L.T.I. Career Information Center) Text: Hand Tools and Machines [4]	9th GRADE 1. Compare a job as done by two different personality types. EX--Service station attendants Salesman Restaurant owners Bus drivers. [1]	9th GRADE Teacher evaluates student's discussion. [1] Choose three jobs in the Business Activity from production, management, and non-management, but professional, and explain the value of each to the total activity. [1] Teacher evaluates by having each student state why his job was important. (oral or written) [4]
	7th-9th GRADES 1. Use a group or team production activity to provide the students with an opportunity to determine the worth of everybody's job. [1]	

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD Grades 7-9 Factors: Social, Economic,
To be emphasized Political

Concept: III - Occupations exist for a purpose.

General Objective: 108 - Understand that a person may satisfy his social-economic-political needs through an occupation.

Behavioral Objective: a) Given an occupation, the student will be able to appraise the social-economic-political factors relevant to personal satisfaction in said occupation.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Teacher [1] Parent or adult [1] Peer group [1]	1. Define and distinguish social, economic, and political needs. [1]	Write a paper on what satisfactions you would want from a job. [1]
Filmstrip: "Where Will You Live and Work" (CFS 7) [1] (L.T.I. Career Information Center)	2. Have students list activities they enjoy and relate them to job satisfactions. [1]	Have the student select an occupation and list the social, economic, and political needs relevant to the occupation. [1]
Books or Pamphlets: Ford or General Motors booklets on the evolution of industry and/or production [1]	3. Interview parent or adult for identification of job satisfaction. [1]	Write a report or list of satisfactions you would want from a job of your choice in a class business activity (and classify as social, economic or political). [1]
7th GRADE 16mm Film: "Building a House" [4] (L.T.I. Career Information Center)	4. Filmstrip, "Where Will You Live and Work". [1]	Write a report or list of satisfactions you would want from a job in business or government (and classify as to social, political or economic). [1]
8th GRADE Filmstrip: "Why Work at All" [2] (FS/C 64) (L.T.I. Career Information Center)	5. Present or have students investigate and report findings in regard to defining and distinguishing social, economic and political needs of all individuals. [1]	
9th GRADE 16mm Films: "Is a Career in Machining for You" [2] (Counselor Film)	6. Have students list the social, economic and political needs which may be satisfied through an Industrial Arts class. [1]	

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
16mm Films: (cont) "Careers: Mechanical" [3] Sound-on-Slide: "Plastics Engineering" [4] (S/S 4) (L.T.I. Career Information Center)	7. Have students list the social, economic and political needs which they feel could be satisfied through a selected occupation or occupations. [1]	8th GRADE Teacher evaluation of discussion. [2] 9th GRADE Students write a paper on how and if an occupation like Machining would satisfy their needs. [2]
Text: Hand Tools and Machines [4]	8. Have students list the activities they enjoy and use this in selecting a job in a student business activity. [1]	Teacher evaluation of discussion (Activity 2 for 9th Grade). [3]
	9. Projects employing the basic skills of woodworking. [4]	
	10. Discussion: relate these skills to job opportunities. [4]	
	8th GRADE 1. Discussion on how needs are fulfilled by an occupation. [2]	
	9th GRADE 1. View film, "Is a Career in Machining for You"; discussion of needs. [2]	
	2. View film, "Careers: Mechanical"; discussion. [3]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 112 - Understand that people at work produce goods and/or services.

Behavioral Objective: a) Given an occupation, the student will be able to determine if it produces goods or services or both.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Teacher [1]	1. Re-define goods and services. [1]	From Activity two. [1]
D.O.T. [1]		Present students with a list of businesses both local and national and have them classify. [1]
Occupational Outlook Handbook [1]	2. Make a chart of occupations with columns for goods, services, both. Sort accordingly. [1]	
Kit: Widening Occupational Roles Kit [1] (Science Research Associates)	3. Have the student list ten services used in his community. [1]	8th, 9th GRADES Teacher-student evaluation of student's performance. [2]
Film: "The Basic Elements of Production" [1] (Encyclopedia Britannica)	4. Class discussion on what five services would you like your community to discontinue. [1]	Teacher-student evaluation. [3] Teacher evaluation of discussion. [3]
Booklet: "Quest--Discover Through Guidance" [1] (Bruce Publishing Company)	5. Film, "The Basic Elements of Production". [1]	
American Industry I text, Unit I, "Industry Today" [1]	6. Have students produce a simple product on a production and/or assembly line basis and include repairing of a rejected product to emphasize or define services and goods. [1]	
8th, 9th GRADES Teacher-student [2] [3]		
16mm Film: "Is a Career in the Service Industries for You" [3]		

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
	7. Use or direct a discussion to show the differences between goods and services. [1]	Extent of involvement in the activities. [4]
	8. Have students list as many local businesses as possible--or government or religious establishments (even educational institutions) and then classify as to goods or service producing. [1]	
	8th, 9th GRADES 1. Individual and mass production activities. [2]	
	8th GRADE 1. Study and experiment with s small gasoline engines. [3]	
	9th GRADE 1. Study in detail, and the repair of small engines. [3]	
	2. View film, "Is a Career in the Service Industries for You"; discussion. [3]	
	1. Make a chart of occupations related to woodworking and classify them with either goods-producing or services. [4]	

([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 113 - Understand that occupations are people/idea/thing oriented.

Behavioral Objective: a) Given an occupation, the student will be able to relate the occupation to the area of people, ideas or things.

Curriculum Considerations: *Code:
[1] = American Industry I
[2] = Metals
[3] = Power Mechanics
[4] = Woodworking

Resources	Activities	Evaluations
8th GRADE Kits: Sextant Kit [1] (Sextant) Occupational Exploration Kit [1] (Science Research Associates) Filmstrip: "Choosing Your Career" [1] (Guidance Associates) Cassettes: "Vocational Interview Cassettes" (TC 1) [1] (L.T.I. Career Information Center)	8th GRADE 1. List occupations and to classify them in the three areas. [1] 2. Interview adult to determine what area his occupation fits into. [1] 3. Use the Sextant Kit and the SRA Kit to familiarize student with job classification. (Occupational Exploration Kit) [1] 4. Give the student thirty occupations (10 from each area) and let him select ones that interest him. Indicate which area he leans toward. [1]	Evaluation determined by involvement in activity. [1] Have students classify a list of occupations as thing, idea, or people oriented. [1]
9th GRADE Kits: Sextant Kit [1] (Sextant) Occupational Exploration Kit [1] (Science Research Associates) Filmstrip: "Choosing Your Career" [1] (Guidance Associates)	9th GRADE 1. View filmstrip, "Choosing Your Career". [1] 2. Study three different jobs, one from each area, and discuss their differences. [1]	

*The Coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
Cassettes: "Vocational Interview Cassettes" (TC 1) [1] (L.T.I. Career Information Center)	3. Use vocational interview cassettes and have students write pros and cons about occupations they are interested in. [1]	7th GRADE Evaluation determined by involvement in activity. [4] 8th, 9th GRADES Class discussion. [2] [3]
7th GRADE Video-Tape: "Telephone Company" [4] (VT 1) (L.T.I. Career Information Center) 8th, 9th GRADES Teacher-student [2] [3]	4. Present information in regard to the meaning of classifying occupations as to people ideas, or things. Have students list and classify Industrial Arts activities as to these three categories. [1]	
	5. Direct a discussion to "bring out" the advantages to the individual of knowing whether occupations are idea, thing, or people oriented. [1]	
	6. Direct a discussion related to a student business activity and lead students to classify as to which jobs are idea, thing, or people oriented. [1]	
	7th GRADE 1. List occupations that are related to woodworking and classify them in the three areas. [4]	
	8th, 9th GRADES 1. Individual and mass production activities. [2]	
	2. Study in detail and the repair of small engines. [3]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 114 - Understand that within each job family, there is a wide range of occupations.

Behavioral Objective: a) Given six job families, the student will be able to classify occupations into those families.

Curriculum Considerations: 7th Grade

*Code:
[1]=American Industry I
[2]=Metals
[3]=Power Mechanics
[4]=Woodworking

Resources	Activities	Evaluations
Kit: Widening Occupational Roles Kit [1] [2] (Science Research Associates)	1. Widening Occupational Roles Kit. [1] [2]	Have student select a job family and indicate what jobs he might like in that family. [1] [2]
Occupational Outlook Handbook [1] [2]	2. Discuss the six job families and the divisions under: a) Professional b) Skilled c) Semi-skilled d) Unskilled [1] [2]	Using any resource the student will be able to classify a list of occupations into one of the job families described in the Widening Occupational Roles Kit (SRA). [1] [2]
Teacher [1] [2]		
Filmstrips: [1] [2] Foundations for Occupational Planning Series "Who Are You?" "What Do You Like To Do?" "What Is a Job?" "What Are Job Families?" "What Good Is School?" (L.T.I. Career Information Center)	3. Examine Occupational Outlook Handbook. [1] [2] 4. Filmstrips: Foundations for Occupational Planning Series of 5 captioned filmstrips. [1] [2]	
Junior Sextant Series [1][2] (Sextant)	5. Have students investigate the Occupational Outlook Handbook, or Ann Roe's occupational classification scheme, or the D.O.T. and explain the occupational classification scheme selected. [1]	

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
Video-Tape: "Paper Industry" [4] (VT 6) (L.T.I. Career Information Center) Text: Hand Tools and Machines [4]	6. Discuss the six job families described in the filmstrip, "What Are Job Families?" and have students determine which job family classification scheme their business activity jobs would be placed in. [1]	Teacher evaluation by amount of participation by student. [4]
	7. Have students explain what businesses they could get a job in should their class business be dissolved and based upon the job they performed in class. [1]	
	8. Mass Production Project. Make a list of the related jobs that will be required for the finished product. [4]	

*([1]=American Industry I, [2]=Metals, [3]=Power Mechanics, [4]=Woodworking)

SELF

Grades 7-9
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 83 - Develop an understanding that personal and social needs may be met through work.

Behavioral Objective: The student will be able to list work activities which will satisfy his self-fulfillment and social needs.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
7th GRADE Filmstrip: "Jobs for High School Students" Part I (FS/C 29) (L.T.I. Career Information Center) [1]	7th GRADE 1. Introduce and discuss the principles of self-fulfillment and social needs. [1]	7th GRADE Teacher evaluation of the student's understanding of principles. [1]
8th GRADE Filmstrip: "If You're Not Going To College" Part I (FS/C 33) (L.T.I. Career Information Center) [1]	8th GRADE 1. List reasons for student having jobs, and the needs these fulfill. [1]	8th GRADE Teacher evaluation of student reasons.[1]
9th GRADE Filmstrips: "Preparing for the World of Work" (FS/C 31) (L.T.I. Career Information Center) [1] "Understanding Self" (Popular Science) [1] "Choosing Your Career" (FS/R 63) (Guidance Associates) [1] "Vocational Decisions" (FS/R 12) (Society for Visual Education) [1] "What Will I Be?" [1]	9th GRADE 1. Student will relate future occupational choices and the self-fulfillment and social needs they accomplish. [1] 2. Present and discuss the ideas in a filmstrip related to social and self-fulfillment needs. Discuss the Industrial Arts activities which could be performed to meet these needs and have students project those in the world of work to which these might be related. [1]	9th GRADE Teacher evaluation of student's ability to relate these principles to their occupational preference. [When asked the students will be able to list their social and self-fulfillment needs and suggest work opportunities which they believe could meet these. [1]

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
8th GRADE Filmstrip: "Why Work At All" [2] (FS/C 64) (L.T.I. Career Information Center) 16mm Film: "Making a Choice" [2]	3. List social and self-fulfillment needs which could be met through a particular job in a student business activity. Discuss the relationship between these and those of jobs in the community or nation. [1]	8th GRADE Students will list needs that a future job must fulfill. [2] 8th, 9th GRADES Teacher-student evaluation of student's performance. [2] [3]
8th, 9th GRADES Teacher-student [2] [3]	8th GRADE 1. Class discussion. [2]	
	8th, 9th GRADES 1. Individual project. [2] 2. Study and repair of small gasoline engines. [3]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 87 - Understanding of the necessity for obtaining employability skills.

Behavioral Objective: a) The student will be able to infer that various skills are needed for employability.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Teacher [1]	1. Define the term "employability skill". [1]	Write a paragraph on "What Skills Would Make You More Employable?" [1]
Civil Service representative; Postal Service representative [1]	2. Ask Civil Service representative to visit class and explain levels of employment. [1]	When asked for the prerequisites of jobs in general, the student will be able to include in his answer, the need for skills. [1]
Filmstrips: "Job Finding" set (CFS/ 8) "Skills That Pay Off" (CFS/ 8) (L.T.I. Career Information Center) [1]	3. List the different kinds of skill necessary for various levels of occupations. [1]	
	4. Filmstrip, "Skills That Pay Off". [1]	
	5. List the skills which they feel will be necessary for a job of their choice in the class business activity. [1]	
	6. Discuss the need for education and training and lead to include the preparation for employability. [1]	

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
8th, 9th GRADES Teacher, student, mass project, and individual project [2]	8th, 9th GRADES 1. Students will gain practical hands-on experience related to the world of work. [2]	8th, 9th GRADES Teacher, student evaluation of project. [2]
9th GRADE 16mm Films: "Where the Action Is" (F 1) "Is a Career as a Technician for You" (F 5) (L.T.I. Career Information Center) [2] "Is a Career in Machining For You" [2]	9th GRADE 1. View films and discuss. [2]	9th GRADE Teacher, student evaluation of work. [3]
Teacher, student, small engines, tools [3]	2. Students will study the working principles of, and repair, small engines. [3]	
Filmstrips: "An Overview of Technical Education" [4] (FS/C 36) "Hands To Build America" [4] (FS/C 44) (L.T.I. Career Information Center)	3. Make a list of occupations in which the skills needed could be learned in Industrial Arts. [4]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

CAREER PLANNING — Grades 7-9, To be emphasized — Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 89 - Realize the value of general education as a necessary foundation for future specialized training.

Behavioral Objective: a) The student will discover that general education leads to future specialized training.

Curriculum Considerations: *Code:
[1] = American Industry I
[2] = Metals
[3] = Power Mechanics
[4] = Woodworking

Resources	Activities	Evaluations
Filmstrips: [1] "High School Selection and Your Career" "Your First Year in High School" "Your Personality: The You Others Know" (Guidance Associates) (L.T.I. Career Information Center)	1. List general courses that are prerequisites for high school courses. [1]	Write a paper on what personal and learned qualities are needed for success. [1]
	2. Discussion of what general personal qualities learned in general education are necessary. [1]	The student will report the purposes of education, a particular course, and to include the need for employability.[1]
Kohler Company personnel [1] director	3. Discuss what basic fundamentals learned in general education are prerequisites for specialized training. [1]	The student will report or discuss the advantages of general education preceding specialized education and the relationship to career planning and development. [1]
T.V. monitor filmstrip console projector [1] (Guidance Associates)		
Field trip to the high school Industrial Arts, Accounting, Art, and Science departments. [1]	4. "High School Course Selection and Your Career." (2 filmstrips) [1]	
	5. Filmstrip, "Your Personality: The You Others Know." (2 filmstrips) [1]	
	6. Filmstrip, "Your First Year in High School." (2 filmstrips) [1]	
	7. Kohler Company personnel manager to speak.	

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 7-9
To be emphasized

Concept VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 86 - Understand the impact of other people's feelings and values and their relationship to one's own.

Behavioral Objective: a) Given sufficient discussion and development, the student will be receptive to, and appraise other people's ideas and will realize the interrelationship of these ideas with their own.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
7th GRADE magazines [1] Robert's Rules of Order [1] 7th-9th GRADES Succeeding in the World of Work, Kimbreu and Vineyard (McKnight and McKnight Publishers) [1]	7th GRADE 1. Student will bring in media material to discuss the psychology of advertising and how it sways a person's thoughts. [1] 2. Introduce Robert's Rules of Order. Role play a meeting using these rules. [1]	7th GRADE Teacher evaluation of student ideas concerning advertising. [1] Teacher evaluation of role playing. [1]
	8th GRADE 1. Review and give background of Robert's Rules of Order. [1] 2. Discuss ways in which their friends have influenced their thinking and acting, such as dress. [1] 3. Have students explain why they think their ideas are better than other students'. [1]	8th GRADE Teacher will evaluate students' discussion of Robert's Rules of Order and influence of friends. [1]
		9th GRADE Student will write a paper on how their friends, etc., have influenced their thinking. [1] The student will explain why he believes another student would sign-up or apply for a job in the student business activity which he does not enjoy himself. [1]

*The coded subject appears in brackets[] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
Mass production project [2] (8, 9 grades)	4. Have students judge each other's product design models with emphasis on their feelings and values as opposed to scientific and/or rigid design criteria. [1]	Teacher evaluation of success of project. [2] (8, 9 grades)
Text: *Hand Tools and Machines* [4]		Teacher and student evaluation of all the projects. [4]
	5. Present information in regard to *Robert's Rules of Order* and have students apply these in their business meetings. [1]	
	1. Planning, organizing, and producing. [2] (8, 9 grades)	
	1. Allow the students to choose their own project if they actually think it's not over their abilities. [4]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

WORK WORLD

Grades 7-9
To be developed

Factors: Social-Economic-Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 123 - Understand that the supply of workers is a product of training and preparation and that demand is a product of need.

Behavioral Objective: a) The student will be able to define supply and demand.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Occupational Outlook Handbook [1] [2] Teacher [1] [2] Peer group [1] [2] Filmstrip: "Supply and Demand" (McGraw-Hill) [1] [2] Film: "Making the Things We Need: Division of Labor" (Encyclopedia Britannica) [1] [2]	1. Take an occupation from each area: Professional, skilled, semi-skilled, unskilled. Divide into four groups and research the training and preparation of each. [1] [2] 2. List the various kinds of institutions that train people. [1] [2] 3. Examine how need in society produces the demand. Discuss. [1] [2] 4. Filmstrip: "Supply and Demand." [1] [2] 5. Film: "Making the Things We Need: Division of Labor." [1] [2]	Give the student the general objective and have him write a statement of defense. [1] [2] Have the student contrast the types of needs shown between two societies as seen in the movie, "Making the Things We Need: Division of Labor." [1] [2] The student will be able to explain the consequences of producing more than the demand requires in regard to their student business activity. [1] [2]

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD | Grades 7-9 | Factors: Structure and Nature
To be developed

Concept: IX - Job specialization creates interdependency.

General Objective: 126 - Recognize that business, industrial, or institutional organizations are comprised of workers, who perform tasks which are interrelated.

Behavioral Objective: a) Given information on businesses, industries, and other institutions, the student will recognize the dependency of one person or group upon another in producing an end result.

Curriculum Considerations: *Code: [1] = American Industry I | [3] = Power Mechanics
[2] = Metals | [4] = Woodworking

Resources	Activities	Evaluations
7th GRADE Library [1]	7th GRADE 1. Obtain information on early mass production. [1] 2. Have students produce something in assembly line (maple syrup, paper flowers, etc.) [1]	7th GRADE Teacher will competitively evaluate each group's end product of assembly line. [1]
8th GRADE Business leaders, hospital administrators, doctors, etc. [1]	8th GRADE 1. Speakers on mass production. [1] 2. Have Junior Achievement Club members in to discuss their business dealings. [1]	8th GRADE Given an end result or product, the student will be able to trace back through its evolution including all processes and people involved. [1]
9th GRADE Film: "Health Careers" [1] (L.T.I. Career Information Center) "How a Product is Made" (B.A.V.I.) [1]	9th GRADE 1. Field trip to modern factory, hospital, and/or business. [1] 2. Have Junior Achievement Club members in to discuss their business dealings. [1]	9th GRADE Given an end result or product, the student will be able to trace back through its evolution including all processes and people involved. [1] The student will be able to list the vendors or suppliers of a particular local business and explain the need for this action. [1]

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
Mass Production project [2](8th, 9th grades)	3. Discuss the effect of a "breakdown" or "bottleneck" on an auto assembly line and its personnel. [1]	The student will be able to explain the need for the Industrial Arts class to purchase processed materials as opposed to completing the entire cycle. [1]
16mm Films: "Is a Career in Machining For You" [2] (9th grade) "American Industry" [2] (8th grade)	8th, 9th GRADES 1. Mass production project. [2]	Teacher evaluation of success. [2] (8th,9th)
"People Who Work in Factories" [2] (8th grade) (Coronet Films)	2. View films. [2]	Discussion, and teacher evaluation of discussion. [2](8th,9th)
Video-Tapes: "Marine Construction" [2] (VT 12) "Transportation Occupations" [2] (VT 13)	3. View tapes. [2]	Student to teacher feedback for evaluation (written or oral). [4] (9th)
"Cast Metal Occupations" (VT 26) [2] "Machine Trades" [2] (VT 7) "Construction Trades" [4] (VT 10) (9th grade) "Building Trades" [4] (VT 28, 29) (9th grade) (L.T.I. Career Information Center)	9th GRADE 1. Mass Production project: I. Board of Directors as Business and Management II. Production Line as Industrial III. Resources as Institutional All combined to make an end product. [4]	
Text: *Hand Tools and Machines* (9th grade) [4]		

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

SELF

Grades 7-9
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 80 - Understand that ever-changing individual and environmental factors, acting separately or together, influence one's career development.

Behavioral Objective:
a) Student will identify environmental and physical factors present that influence career choice.
b) Student will, after sufficient introduction and development, be able to explain reasons for their fluctuations of job preferences in a given period of time. (i.e. peer group association, job status, money, education, etc.).
c) Student will be able to accept by example of famous people, etc., the idea that change is inevitable and that career change does not mean failure, and that evolution is necessary for the individual to know with any certainty what career he belongs in.

Curriculum Considerations: 7-9, Health, Social studies, American Industry I [1]

Resources	Activities	Evaluations
7th GRADE Guidance Series Booklets (Science Research Associates) University of Wisconsin Extension Service Booklet: "Understanding Your Teenager"	7th GRADE 1. Students will research social, and physical aspects of the typical junior high student and how the environment may affect the social, physical, and career aspects of his life.	7th GRADE Students' knowledge of social, physical, and environmental factors derived from teacher-small group discussion.
8th GRADE Teacher developed questionnaire	8th GRADE 1. Questionnaire for student's self-analysis of the physical and environmental factors affecting most recent career changes.	8th GRADE Teacher evaluates student's questionnaire.
9th GRADE Library People in community	9th GRADE 1. Read biographies and/or interview people who have changed positions to determine why they did so and if it was helpful or detrimental.	9th GRADE Teacher will evaluate student's report on biographies for understanding of importance of physical and environmental factors in career choice.

Resources	Activities	Evaluations
	2. At the beginning of the year have students list their career preferences and identify the individual and environmental factors which have influenced their choice.	Students should be able to list several factors both individual and environmental which affect their occupational preferences.
	3. Later in the year, and after they have developed industrially related skills and knowledge, have them again list their career preferences as well as factors which they feel influenced the choice. Discuss the changes between the beginning and the end of the year to emphasize factors causing change.	

SELF

Grades 7-9
To be developed

Concept XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: a) A student will be able to identify the characteristics of his life style.

Curriculum Considerations: 9th, *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Self-analysis check test [1] [2] Peer group [1] [2]	1. Define and compare life styles. [1] [2]	Student's evaluation of himself. [1] [2]
Booklet: "Quest" [1] [2] (Bruce Publishing Company)	2. Discussion to determine the factors that shape one's life style. [1] [2]	
Films: "Finding Your Life Work" (Plan and Prepare Education and Training Films) [1] [2] "Build a Better Life" (National Association of Home Builders) [1] [2]	3. Class discussion to determine if one can alter his life style. [1] [2] 4. Use a self-analysis check list to examine self. [1] [2]	
Filmstrip: "Liking Your Job and Your Life" [1] [2] (Guidance Associates)	5. Class discussion on social quest, personal quest, and vocational quest. [1] [2]	
	6. Class discussion on your life work. [1] [2]	
	7. Have students guess and compare what they think are the daily activities (both in and out of work) of Professional Skilled Unskilled. [1] [2]	

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 7-9
To be developed

Concept XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: b) A student will be able to infer that his life style may change.

Curriculum Considerations: 9th, *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Teacher [1] [2]	1. Problem solving situations to determine change. [1] [2]	Will come from student activities. [1] [2]
Peer group [1] [2]		
Booklets: "Quest: Discovery through Guidance" [1] [2] (Bruce Publishing Company)	2. List likes and dislikes and compare to earlier development (lower grade). [1] [2]	Students will be able to report orally or in writing an account of a situation in which their life styles change (compare 4th grade with 7th grade life styles). [1] [2]
"Problem Solving to Improve Classroom Learning" (Science Research Associates) [1] [2]	3. Present problem of moving to a new environment. [1] [2]	
	4. Discuss job "ladders" and effect on life styles. [1] [2]	

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 7-9
To be developed

Factors: Information Gathering (95)
Training and Education (98)

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 95 - Understand that there are many occupations which have similar performance patterns.

98 - Understand that new skills may be developed at any time during a person's working life.

Behavioral Objective: a) Given information on family or clusters of jobs, the student will be able to identify that these related occupations require similar performance activities.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
7th GRADE Filmstrip: "Choosing Your Career" Part I (FS/C 34) [1] (L.T.I. Career Information Center)	7th GRADE 1. View filmstrip and introduce idea of jobs with similar performance pattern. [1]	7th GRADE Teacher evaluation of student discussion of filmstrip and introduction. [1]
8th GRADE Dictionary of Occupational Titles [1] Occupational Outlook Handbook [1] Booklets from U.S. Bureau of Labor Statistics [1] Filmstrip: "Preparing for the World of Work" (FS/C 31) [1] (L.T.I. Career Information Center) Film: "Planning Your Career" [1] (Encyclopedia Britannica) NEWIST films on occupations [1]	8th GRADE 1. Student will select a particular occupation and find as many applications of the skills of that occupation as possible. [1]	8th GRADE Teacher evaluates student's list of related jobs. [1]
	9th GRADE 1. Student will expand on different applications of skills of his career choice. [1] 2. Have students compare occupationally related Industrial Arts activities they have performed and identify those actions that are similar or the same. [1]	9th GRADE Teacher evaluates student's list of related jobs. [1] Students are to select from a list those activities which require similar mental or physical actions. [1]

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evalua-

Resources	Activities	Evaluations
9th GRADE Books: Changing Careers [1] Aptitudes and You and Interests Pay Off [1] (Popular Science) American Industry Teacher's Guide Level I and lessons from the processes and materials unit. [1]	3. Have students develop a skill (fasten with nails, drilling holes, sawing along a line, etc.) and analyze the major factors involved. (To include observation of correct actions to be performed, trial and practice with errors immediately corrected, continued practice and improvement until a "leveling-off" is reached.) [1]	Teacher evaluation of performance. [2]
American Industry Overhead transparencies on processes, skill development (manipulative) and materials [1]	4. Have students record or chart the number of practices necessary to attain a skill and the plateau period. [1]	
Films: "People Who Work in Factories" [1] (Coronet) "Is a Career in the Service Industries for You?" (Counselor Films) [1] Filmstrip: "Hands That Build America" [1] Filmstrips of local manufacturing, construction and retail sales businesses [1] [1] "A Survey of Occupations at the Kohler Company"[4] (FS/C 53) (L.T.I. Career Information Center) Text: Hand Tools and Machines [4] Teacher, student, material, tools, equipment [2]	5. Individual Projects and Mass Production Project: both illustrating that occupations and skills can be learned anytime, also that many of the jobs are related and have similar performance patterns. [2] [4]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

CAREER PLANNING

Grades 7-9
To be developed

Factors: Information Gathering (96)
Training and Education (97)

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 96 - Recognize one's own abilities and limitations and be able to relate this to present career interest.

97 - Understand that part-time jobs can be good exploratory experiences if planned properly.

Behavioral Objective: a) Given an opportunity to list his own abilities and limitations, the student will be able to discern appropriate career choice.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
7th GRADE Bureau of Statistics Pamphlets [1] (U.S. Department of Labor) Dictionary of Occupational Titles [1] "Careers Without College and Others" [1] (Wisconsin State Employment Service) Encyclopedia of Careers [1] (Ferguson Company) Prevocational Series Booklets [1] (Delmar Publishers) Arco-Rosen Career Series Booklets [1] (Arco Publishing Company)	7th GRADE 1. Student will list the careers they are considering. [1]	7th GRADE Teacher checks lists. [1]
8th GRADE Bureau of Statistics Pamphlets [1] (U.S. Department of Labor) Dictionary of Occupational Titles [1]	8th GRADE 1. Student will list his abilities and limitations. [1]	8th GRADE Teacher checks lists. [1]
	9th GRADE 1. The student will compare the lists of abilities and limitations and the careers he is considering. [1] 2. Have students predict the occupations they could enter based on their experiences in producing goods in the student business activity. [1] 3. Have students predict which occupations they could enter based on their non-manufacturing activities in the class business activity. [1]	9th GRADE Teacher will evaluate student's comparison of abilities and careers. [1]

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
"Careers Without College and Others" [1] (Wisconsin State Employment Service)	4. Have students rate themselves in regard to their ability to design or change the form of material for useful purposes and predict whether or not they'd be successful in a related occupation in the world of work. [1]	Teacher-student evaluation of performance on projects. [2]
Encyclopedia of Careers [1] (Ferguson Company)		Teacher evaluation of discussion on part-time jobs. [3]
Prevocational Series Booklets [1] (Delmar Publishers)	5. Discuss part-time work which would tend to prepare junior high and senior high people for careers in the world of work. [1]	
Arco-Rosen Career Series Booklets [1] (Arco Publishing Company)		
9th GRADE Bureau of Statistics Pamphlets [1] (U.S. Department of Labor)	6. Individual projects and mass production projects. [2]	
Films: "Is a Career in the Service Industries for You?" (Counselor Films) [1]	7. View video-tape. [3]	
"People Who Work in Factories" [1] (Coronet Films)		
Machines and equipment [2]		
Video-tape: "Heavy Equipment Operator" (VT 19) [3] (L.T.I. Career Information Center)		

(*[1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 103 - Gain a knowledge of the components of the decision-making process.

Behavioral Objective: a) The student will be able to define the components of the decision-making process.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources	Activities	Evaluations
Teacher [1] (9th grade) Peer group [1] (9th grade) Filmstrips: "Learning to Make Decisions" [1] (9th grade) (Society for Visual Education) Foundations for Occupational Planning Series "Who Are You?" [1](9th) "What Do You Like to Do?" [1] (9th) "What Is a Job?" [1](9th) "What Are Job Families?" "What Good is School?" [1] (9th) "Vocational Decisions" [1] (L.T.I. Career Information Center) "A Job That Goes Someplace" [1] (9th) (Guidance Associates) Booklet: "Problem Solving to Improve Classroom Learning" (Science Research Associates) [1] (9th)	1. Present the components of problem solving and have students apply to a "product design or redesign problem". [1] (9th) 2. Define and list the various components in decision making. [1] (9th grade) 3. Sound filmstrip, "Learning to Make Decisions." [1] (9th) 4. Foundations for Occupational Planning Series of 5 captioned filmstrips. [1] (9th) 5. "Problem Solving to Improve Classroom Learning." [1] (9th) 6. Two filmstrips, "A Job That Goes Someplace." [1] (9th) 7. Filmstrip, "Vocational Decisions." [1] (9th)	Observation of student's decision-making rationale. [1] (9th) The student should be able to list the components of the decision-making process and relate these to the procedure followed in his product design problem. [1] (9th grade)

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
American Industry I Teacher's Guide and overhead transparencies for "Research and the Problem Solving Approach" [1] (9th)	8. Discuss the relationship between "jumping to conclusions" and "decision making". [1] (9th)	Teacher-student evaluation of students' performance. [2] (8th) Teacher evaluation of discussion.[2] (8th)
Individual and mass production project [2] (8th) 16mm Film: "Making a Choice" [2](8th)	9. Discuss the survey method used to determine a market for a product made by the class and relate to determining or selecting a career. [1] (9th)	
	10. Individual and mass production projects. [2] (8th grade)	
	11. View film, "Making a Choice." [2] (8th grade)	

(*[1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

WORK WORLD   Grades 7-9   Factors: Social, Economic, Political
To be developed

Concept XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 135 - Understand the influences exerted upon the nature and structure of work by a) laws, b) labor-management, c) professional associations, d) licensing requirements in society.

Behavioral Objective: a) Given an occupation, the student will be able to determine what regulations affect that occupation such as: laws, unions, professional associations or licensing.

Curriculum Considerations: 8th and 9th, Social studies, English, and American Industry I [1]

Resources	Activities	Evaluations
Work permit	1. Study the work permit.	Give the student an occupation and have him list the laws, labor management, associations, or licensing might affect that one occupation.
Employment Office personnel		
Occupational Handbook	2. Discuss child labor laws.	
Occupational Exploration Kit (Science Research Associates)	3. Discuss laws in general regulating people and industry.	Write a one-page resumé on the film, "Rise of Labor."
Films: "The Rise of Labor" (Encyclopedia Britannica)	4. Discuss with parent or adult how union affects their occupation.	
"The Growth of Big Business in America" "The Labor Movement: Beginnings and Growth in America" (Coronet Films)		
A Handy Reference Guide for the Employment of Minors (Wisconsin Employment Service)	5. During the organization of a student business activity have the students investigate and record the school and community controls which will influence the operation of their business.	
American Industry I text, Unit I: Industry Today	6. Discuss "public interest" and the possibility of a fourth branch of our government.	
American Industry I Teacher's Guide		

CAREER PLANNING

Grades 7-9
To be introduced

Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 208 - Understand relationship between regular attendance, good work habits, good behavior, initiative, perserverance, industriousness, and positive attitudes in school and employability.

Behavioral Objective: a) Given a particular work situation, the student will be able to recognize logical fallacies in reasoning used in schools which would not be acceptable.

Curriculum Considerations: *Code:
[1] = American Industry I
[2] = Metals
[3] = Power Mechanics
[4] = Woodworking

Resources	Activities	Evaluations
7th GRADE Principal to discuss Junior High System [1]	7th GRADE 1. Teacher overview of contrast between self-contained and departmentalized classes. [1] 2. Principal discusses the Junior High System. [1]	7th GRADE Evaluation of short explanation of the Junior High System. [1]
8th GRADE Booklets from Employment Service, concerning traits employers look for in employees [1] Films: "Am I Trustworthy" [1] "Am I Dependable" [1] "Your Job--Good Work Habits" [1] (Coronet Films) Filmstrip: "Your High School Record is Important" [1] (Popular Science Company)	8th GRADE 1. Suggested movies. [1] 2. Given a list of school reasons for poor attendance, poor work habits, poor initiative, etc., the student will defend or refute on the basis of acceptability by employers. [1]	8th GRADE Evaluation of list of acceptable school and work attitudes.[1]
9th GRADE Booklets: Guidance Series "Your Personality and Your Job" [1] "School Subjects and Jobs" [1] (Science Research Associates)	9th GRADE 1. Rap session. Discuss how we (students and teacher) could help other students who bring in poor reasons, so they won't be hampered in their future jobs. [1]	9th GRADE Evaluation of student suggestions in rap sessions. [1] The student should be able to select at least one logical fallacy from a list of excuses for not having assignments or a production-line job completed on time. [1]

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
Filmstrips: "Making the Most of Your High School Days" [1] "You and Your Part-Time Job" [1] (Popular Science Company)	2. Discuss the effect of poor workmanship on a production-assembly line project and excuses given by workers for their actions. [1]	8th, 9th GRADES Teacher-student evaluation of students' performance.[2] Evaluation of discussion. [2]
8th, 9th GRADES Individual and mass produced project; machine, equipment [2] Teacher-student [2]	3. Discuss the practice of good school and class work habits and their relationship with career or occupational success. [1]	
9th GRADE Filmstrips: "Careers in the World of Computers" [4] (FS/C 46) "Careers in Materials Engineering" [4] (FS/C 98) (L.T.I. Career Information Center)	8th, 9th GRADES 1. Shop activities. [2] 2. Discuss employability traits. [2]	
	9th GRADE 1. Class discussion on attendance, good work habits, good behavior, initiative, perseverance, industriousness, and positive attitudes in school and employability. [4]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

CAREER PLANNING

Grades 7-9
To be introduced

Factors: Training and Education

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 104 - Recognize that changing job characteristics require specialized education, preparation and training.

Behavioral Objective: a) Given a general background, the student will be able to list several varied career opportunities.

Curriculum Considerations: *Code: [1] = American Industry I [3] = Power Mechanics
[2] = Metals [4] = Woodworking

Resources

7th GRADE
Charts [1]

Bulletins [1]

Occupational Outlook Handbook [1]

Dictionary of Occupational Titles (D.O.T.) [1]

Chronicle Guidance Service [1]

School guidance counselor [1]

Prevocational Series [1]
(Delmar Publishers)

Arco-Rosen Career Series [1]
(Arco Publishing Company)

8th GRADE
Charts [1]

Bulletins [1]

Occupational Outlook Handbook [1]

Employment Office [1]

Dictionary of Occupational Titles (D.O.T.) [1]

Chronicle Guidance Service [1]

Activities

7th GRADE
1. Contact Employment Agency to obtain their approval for student visitation. [1]

2. Instruct students in use of D.O.T. [1]

3. Define and list areas student is interested in and discuss with teachers. [1]

4. Given a set of skills, student is interested in, go to employment office and use D.O.T. to identify and list possible occupations. [1]

8th GRADE
1. Discuss all educational opportunities such as: technical high schools, apprenticeship, vocational schools, college, etc. [1]

2. Divide into arbitrary groups and take seventh grade charts to arrange careers into educational levels. [1]

Evaluation

7th GRADE
Relate employment office experience to class. [1]

Through objective testing, student will list several careers from each chart and their associated backgrounds. [1]

8th GRADE
Through objective test, students will list several different ways to receive career training. [1]

Students' individual charts. [1]

9th GRADE
Student's presentation and career training plan. [1]

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

Resources	Activities	Evaluations
School Guidance counselor [1]	3. Have each student: -choose an area of interest -list career opportunities for his area according to different educational levels. [1]	
Local businessmen and workers [1]		
Multi-Media Career Information Center [1]		
W.I.S.E. [1]	9th GRADE	
Mobil Guidance Lab [1]	1. Have each student take interest test. [1]	
Speakers' Bureau [1]		
Film: "Planning Your Career"[1] (Encyclopedia Britannica)	2. Through individual conferences, discuss test results with each student. [1]	
9th GRADE Charts [1]		
Bulletins [1]	3. Each student will prepare a multi-media presentation with careers and educational levels, in the student's area of interest. [1]	
Occupational Outlook Handbook [1]		
Employment Office [1]		
Dictionary of Occupational Titles (D.O.T.) [1]	4. Write out a temporary career training plan. [1]	
Chronicle Guidance Service [1]		
School Guidance Counselor [1]	5. Discuss the idea that a knowledge of the mental and physical skill development process is essential to flexibility in the job market. [1]	
G.A.T.B. Test [1]		
	6. Have the student identify skills that he is interested in and use Industrial Arts texts and supplementary materials to locate and record occupations in which these could be used. [1]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

Resources	Activities	Evaluations
8th, 9th GRADES	8th, 9th GRADES	8th, 9th GRADES
Teacher-student, tools, equipment, material. [2]	1. Individual and mass production projects. [2]	Teacher-student evaluation of students' performance. [2]
Teacher-student, small engines, manuals, equipment. [3]	2. Study and repair small gasoline engines. [3]	Teacher-student evaluation of students' performance. [3]
9th GRADE	9th GRADE	9th GRADE
16mm Films: "Where the Action Is" (F 1) [2] "Is a Career as a Technician for You" (F 5)[2] (L.T.I. Career Information Center)	1. View films. [2]	Teacher evaluation of discussion. [2][3]
"Is a Career in Machining for You" [2] "Careers: Mechanical" [3]	2. View film, "Careers: Mechanical" [3]	

*([1] = American Industry I, [2] = Metals, [3] = Power Mechanics, [4] = Woodworking)

LANGUAGE ARTS RATIONALE

GRADES 7-9

Our goal is to attempt to implement the concept of a career-centered curriculum in the grades 7 - 9. In this transitory stage of development and great change youth seem most receptive to occupational exploration and demonstrate a need for reality testing of career preferences.

We have attempted to design flexibility into the system recognizing that implementation of these ideas into educational institutions of diverse philosophies will necessitate varying degrees of adaptability.

In indicating the specific grade level in which activities or behavioral objectives are to be applied, we intended that this indicate a logical progression of material rather than to limit it to a specific time. We dealt with these concepts using varying degrees of emphasis according to age level and sophistication of the student. Concepts XV and XVI were introduced, Concepts VII through XIV were developed, and Concepts I through VII were emphasized. Again, this is a guide designed to be utilized with utmost flexibility and ease.

During the 1972 summer workshop, English skills as they relate to careers and job experiences were emphasized.

A major objective was to stress a particular skill as it would apply to an actual job situation. e.g. Writing of a business letter in answer to an ad, Role-playing an employer-employee relationship in an interview, Researching, locating and sharing information on career choices and decision making, etc.

Evaluation of skills and activities is measured through the use of oral and written experiences, personal observation of the student's progress by the teacher, and pupil-teacher conferences.

Gayle Meves	-	Sheboygan Falls
Linda Justin	-	Horace Mann, Sheboygan
Virgil Navis	-	Cedar Grove

SELF

Grades 7-8
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: a) The student will be able to show he understands the process of self analysis by analyzing himself in a short paper and, through discussion, identifying the need of such in a diversified society.

Curriculum Considerations: Creative Writing

Resources	Activities	Evaluation
Filmstrip: "Your Personality: The You Others Know" (L.T.I. Career Information Center)	1a) (Motivation) Game - "First Reaction" The teacher gives a word referring to personality traits and jobs (about 15 words). Ask the student to respond with the first word that comes to mind. Discuss student responses.	Using the paper prepared by the student and your knowledge of him, evaluate the level to which the student has been able to analyze himself.
Books: S.R.A. Guidance Series set of paperback books dealing with personality. (GK50) (L.T.I. Career Information Center)	b) View the filmstrip and relate to the discussion on personality. Suggestion: refer to the questions in the accompanying guide.	
	c) Have students interview: parents school personnel neighbors, etc. "How does your personality influence the job you hold?" "How does the personality of your co-workers influence you?" Discuss results. Emphasize the need that a variety of personalities is needed in our society.	
	d) Write a short paper discussing your personality.	
	2. The Guidance Series could be used for browsing purposes as the students discover things about their personality.	

SELF

Grade 9 (suggested - Fall)
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: b) 85% of the students should have considered self-analysis to such a point that they are able to prepare a list of at least 5 reasons why self-appraisal is necessary. The others should be able to list at least 3.

Curriculum Considerations: Literature, Biography, Autobiography.

Resources	Activities	Evaluation
Filmstrip: "Failure: A Step Towards Growth" (L.T.I. Career Information Center)	1a) Discuss situations in which students have met failure in terms of these questions: "What was your first reaction?" "What did you do about it?"	Using the lists of self-appraisal, evaluate the students' ability to identify the need for self appraisal.
Biographies and Autobiographies	b) View filmstrip.	
Magazines with articles about current personalities: Readers Digest, Sports Illustrated, Life, Time, Good Housekeeping, TV Guide, etc.	c) Come back with discussion. "Now if you met your same situation of failure, what would you do about it?" d) Assign a biography or autobiography to be read. Magazines can be used as supplementary reading.	
Books: Open Door Book Series	e) In a small group discussion, review the materials read in terms of self-analysis and failure compensated.	
	f) Make a list of reasons why self-appraisal is periodically necessary.	

SELF

Grades 7-9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 75 - Recognize responsibility for self direction.

Behavioral Objective: a) The student will be able to explain why responsibility for self direction is needed.

Curriculum Considerations: 8th grade English (writing)

Resources	Activities	Evaluation
Library Films: "Preparing for the World of Work" (FS/C 31) (L.T.I. Career Information Center) "It's Your Move" "My Life to Live" (Coronet Films) "Where do I go from Wherever I Am?" (NEWIST) "Vocational Decisions" (Society for Visual Education)	1. Discuss and define self direction. 2. List people that students recognize as self-directed. Discuss with them. 3. Write a 3-5-7 day diary, explaining things you did showing self direction and why you did them. In conclusion, do you feel you have achieved anything as a result of this self direction? Please comment. Do you feel self direction is necessary? Why? 4. If another department has a project which calls for self direction, you might gear the above project to the achievement of this project.	Did the student effectively evaluate his achievements and the necessity for self direction?

SELF

Grades 7-9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 76 - Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective: a) The student will be able to identify the personal attributes necessary to obtain and maintain a job.

Curriculum Considerations: Grades 8-9 English (writing).

Resources	Activities	Evaluation
16 mm Films: "Getting and Keeping Your First Job." "What You Should Know Before You Go To Work." (L.T.I. Career Information Center)	8th GRADE 1. Give students a list of personal attributes. Relate them to a job and to school.	8th GRADE Have the student list the attributes that he has that qualify him for getting and keeping a job.
	9th GRADE 1a) Either film could be shown: "What You Should Know Before You Go To Work." "Getting and Keeping Your First Job." b) List the attributes necessary to obtain and maintain a job.	9th GRADE Teacher evaluation of students list of personal qualities of job success.

SELF

Grades 7-9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 77 - Establish positive regards toward oneself.

Behavioral Objective: a) Given an introduction to the concept of self, the student will be able to demonstrate positive aspects of a personality.

Curriculum Considerations: Grade 9, Writing, Oral.

Resources	Activities	Evaluation
Filmstrip: "Your Personality: The You Others Know." (FS/C 23) (L.T.I. Career Information Center)	1a) Complete rating scale found on seperate page. b) Discuss questions a) c)	Teacher evaluation of discussion. The level to which he has been able to relate this personality to others.
Booklet: "Discovering Yourself" (Science Research Associates)	c) View filmstrip. d) Discuss questions b) d)	
Junior Guidance Series and/or Guidance Series (Science Research Associates)	e) If students wish to do added reading, the Junior Guidance Series is available.	
	2. Write a short paper on the adult you admire most. What are the person's special qualities of personality and character that make you feel this admiration?	

RATING MYSELF

I take my work seriously. ---- I am happy-go-lucky.

I study hard. ---- I don't study hard.

I get good grades. ---- I don't get good grades.

I read a lot. ---- I don't read a lot.

I'm good at sports. ---- I'm poor at sports.

I like to lead others. ---- I'm a follower.

I can take orders. ---- I don't like being told what to do.

I'm reliable. ---- I break promises.

I'm generous. ---- I'm selfish.

I like adventure. ---- I hate trying new things.

I do things quickly. ---- I am slow.

I get angry easily. ---- I rarely lose my temper.

I stay at home most of the time. ---- I go out most of the time.

I'm considerate. ---- I'm self-centered.

I like being around people. ---- I'm the "lone-wolf" type.

I like to talk. ---- I like to listen.

I make friends easily. ---- I'm shy with strangers.

I have many friends. ---- I haven't many friends.

SELF

Grades 7-9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 78 - Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective: a) The student will show that a job is only a niche in society and it is the person who fills the job who brings it to life and personalizes it.

Curriculum Considerations: Grades 8 and 9 Journalism, Grade 7 Role-playing.

Resources	Activities	Evaluation
Guest speaker from local newspaper	7th GRADE Role-Playing 1. Compare a job as done by two different personality types.	Have students discuss who handled the situation most effectively.
Teacher prepared situation	a) Give the students role-playing situations. Suggestions: Salesman and an irate housewife. Waitress and dissatisfied customer. Paperboy with customer whose paper always lands in a bush. Teacher with student who feels he has received an unfair grade.	Teacher evaluated students' discussion. According to the checklist written by the students, evaluate to what degree the work group accomplished its responsibilities.
	b) You might give the actor some initiating lines and let the reactor do as he pleases.	
	c) Have more than one reactor.	
	Discussion 2. When a tree falls in the forest, unless there is someone there to hear it, does it make noise? Same is true for a job. It is nothing until the person comes in to take the job. Discuss the above.	

8th and 9th GRADES

Journalism

1a) Bring in an employer from a local newspaper to speak on the importance of each job connected with producing a newspaper.

b) Having previously divided the class into groups according to jobs, have the students note their responsibilities.

or

b) Have the class as a whole listen to his speech and find the areas of work. Later they can divide into these groups for working purposes.

c) Conduct a class discussion on their responsibilities. Form a checklist to evaluate the final paper.

d) Produce the paper.

Grades 7-9
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective: The students will be able to identify and rate jobs in terms of satisfying the needs of society.

Curriculum Considerations: Grades 7-9, English.

Resources

Some suggested unusual occupations:
- Sandhog
- Diver
- Frog Hunter
- Stained-glass Craftsman
- Wigmaker
- Air-crash Detective
- Prospecter
- Customs Agent
- Numismatist
- Museum Worker
- Archivist
- Auctioneer
- Union Business Agents
- Squab Raiser
- Worm Farmer
- Guide Dog Instructor
- Music Therapist
- Magician
- Circus Jobs

Pamphlet:
"Do You Like To Work With
Ideas,
People,
Things?"
(Wisconsin State Employment Service) or
(L.T.I. Career Information Center)

Activities

7th GRADE
Writing
1. Give the student the names of three occupations (some unusual and some close to home) and have them briefly explain how these three jobs affect their lives.

8th GRADE
Writing
1. Students will each select an occupation of interest and write a narrative explaining why he chose this occupation and how this job will satisfy the needs of others.

Reading
2. Rank in terms of importance ten occupations given by the teacher. State reasons why you feel the top two and bottom two belong there.

9th GRADE
Reading
1. Form a list of 15 occupations and classify them according to these headings:
People
Ideas
Things
Ideas-People
Ideas-Things
People-Things
Ideas-People-Things

Evaluation

Evaluate how well the student was able to identify the job in terms of satisfying the needs of others.

The teacher will rate the student on how effectively he was able to relate these jobs to their lives.

Have ten students give the occupations of their father. As a quiz the students will place these occupations under the appropriate classification. At least 90% of the students will be able to classify 9 of the occupations.

Using a teacher-prepared checklist, have the students rate the debaters.

WORK WORLD Grades 7-9 To be emphasized Factors: Social, Economic, Political

Concept: III - Occupations exist for a purpose.

General Objective: 108 - Understand that a person may satisfy his social needs through an occupation.

Behavioral Objective: a) Given an occupation, the student will be able to appraise the social factors relevant to personal satisfaction in said occupation.

Curriculum Considerations: Grades 7-9.

Resources	Activities	Evaluation
Film: "Where Will You Live and Work." (CFS 7) (L.T.I.) Career Information Center)	7th GRADE 1. Filmstrip: "Where Will You Live and Work." 2. Have students list activities they enjoy and relate them to job satisfactions.	The student will be able to give satisfactions possible for a job of interest.
	8th GRADE 1. Interview parent or adult to learn what satisfaction he gets from his job. Is it possible for a person to gain satisfaction through several different occupations?	
	9th GRADE 1. Write a paper on what satisfactions you would want from a job.	

SELF

Grades 7 and 9
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 110 - Understand that one's individual needs change as they progress through life.

Behavioral Objective: The students will show they recognize the need for change.

Curriculum Considerations: 7th and 9th Grade English.

Resources	Activities	Evaluation
Guest Speaker	7th GRADE 1. Discussion on needs of change through life. Needs in elementary school. Needs now in junior high school. Needs of older brothers and sisters. Needs of parents.	Have the students show they recognize the need for change. By way of discussion, the teacher will evaluate the students ability to recognize the needs for change and support these reasons.
	2. The students will write a paragraph showing that they have recognized the need for change in their lives.	
	9th GRADE 1. Guest speaker (could be a parent) who has in the course of his life, changed occupations, to show that career and life planning are related and that any change in one affects the other.	
	2. Teacher forms a list for the students of possible reasons for changing a job. Have the students rank these in order of importance. Cummulate the results and put them on the board. Discuss the results.	

WORK WORLD

Grades 7-9
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 215 - Understand that a variety of occupations necessary in this world.

Behavioral Objective: The student, after research, will be able to show the day's activities of a chosen occupation.

Curriculum Considerations: Grades 7-9, English.

Resources

Old magazines

Kits:
"Widening Occupational Roles"
(Science Research Associates)

"Occupational Exploration"
(Science Research Associates)

"Career Information Kit"
(L.T.I. Career Information Center)

Books:
Junior Sextant Series
(Sextant)

Cassettes:
"Vocational Interview Cassettes"
(L.T.I. Career Information Center)

Filmstrip:
"Choosing Your Career"
(L.T.I. Career Information Center)

Activities

7th GRADE
Oral Communication

1. Working with another person, research an occupation and create an on-the-job interview, using one person as an employee and the other as the interviewer.

Poetry

2. Develop a 5 line poem called "Who Am I?". In the poem, describe a particular job without directly naming it. Have the students take turns reading their poem aloud, giving the class 3 chances to guess what the occupation is.

8th GRADE
Drama

1a) Using illustrations from magazines depicting various job roles, construct a class bulletin board in the form of a collage.

b) Zero in on one particular picture and research this occupation.

c) Imagine you are the person on this picture, using the information you have gathered in your research, role play some of the activities of your day.

Evaluation

By observation determine the degree to which the student has been able to portray the various facets of an occupation.

Using the paragraph, determine the one level to which the students were able to identify and explain the job family.

8th GRADE

2. Use vocational interview cassettes and have students write pros and cons about occupations they are interested in.

9th GRADE

Creative Writing

1a) Follow the same procedure as in steps 8th Grade, Drama, 1a) and 1b).

b) Imagine you are the person on this picture, using the information you have gathered in your research, write a narrative paragraph telling some of the activities of your day.

Listening Skills

2a) View filmstrip "Choosing Your Career". Give them a list of the six families mentioned: social, intellectual, artist, etc. As you view the filmstrip, tell what the classifications mean and list three jobs under each area.

b) Take a career of interest and write a paragraph explaining which family/families it would fit into and why.

or

c) Discuss the six families and the divisions under:

1) professional
2) skilled
3) semi-skilled
4) unskilled.

d) Have the student select a job family and indicate what jobs he might like in that family.

SELF

Grades 7-8
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 83 - Develop an understanding that personal and social needs may be met through work.

Behavioral Objective: a) Given an awareness of the principles of self-fulfillment and social needs, the student will be able to explain how a particular job might influence a life style.

Curriculum Considerations: 7th and 8th Grade.

Resources	Activities	Evaluation
Magazines	7th GRADE Oral Communication 1. Discussion: "When does recreation become work?" ex. Beekeeper, Gardener, Coin Collecter, Sewing, etc. Also introduce and discuss the principles of self-fulfillment and social needs. 8th GRADE Advertising 1a) Bring in samples of advertising and discuss how advertising molds people's lives and thinking. Does this desire for a certain life style influence your choice of a job? b) Make a collage of advertisements that pertain to a particular job area. c) Write a theme explaining how this particular job influences your life style.	How effectively was the student able to relate his job choice to a life style.

Grades 8-9
To be emphasized

Concept: V - Work means different things to different people.

General Objective: C3 - Develop an understanding that personal and social needs may be met through work.

Behavioral Objective: b) Given an awareness of the principles of self-fulfillment and social needs, the student will identify possibilities of satisfying these through work activities.

Curriculum Considerations: 8th and 9th Grade Social Studies, Core.

Resources	Activities	Evaluation
Film: "Preparing for the World of Work" (FS/C 31) (L.T.I. Career Information Center)	8th GRADE 1. List reasons for student having jobs, and the needs these fulfill.	Teacher evaluation of student's ability to relate these principles to their occupational preference.
"Understanding Self" (Popular Science)	9th GRADE 1. Student will relate future occupational choices and the self-fulfillment and social needs they accomplish.	

Grades 7-9
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 37 - Understanding of the necessity for obtaining employability skills.

Behavioral Objective: The student will be able to show that various English skills are needed for employability.

Curriculum Considerations: Grades 7-9, English.

Resources	Activities	Evaluation
Filmstrip: "Skills That Pay Off" (L.T.I. Career Information Center)	7th GRADE 1a) Examine a profession and see what English requirements would be helpful to increase achievement.	The extent to which students can see that success on the job depends on the knowledge and use of English skills.
16mm Films: "English on the Job: Listening and Speaking Skills" "English on the Job: Writing Skills" "English on the Job" Improving Your Vocabulary" English on the Job: Reading Skills"	b) Discuss the various kinds of success.	
	8th GRADE 1a) Given a list of skills, have the students interview their parents in terms of which of these skills are used in their positions.	How well were the students able to recognize the skills being used.
Books: Junior Sextant Series (Sextant)	b) View filmstrip: "Skills That Pay Off".	Form a bulletin board of the results.
	c) Write an essay "What English Skills will make you more employable?"	
	9th GRADE 1. Discuss what basic fundamentals learned in English are prerequisites for specialized training. Have them research these prerequisites in the Junior Sextant Series. Form a bulletin board showing these prerequisites. Suggestion: you might use pictures to indicate this.	

Resources	Activities	Evaluation
	9th GRADE 2a) View film :English on the Job: Listening and Speaking Skills". b) Give some students a playlette to act out. As they do, have the others recognize what English skills are involved.	
	3. Have the students conduct a survey: "How many people have remained within a similar field but changed jobs?" "How many of them required additional training?" "How did you get this training?" Discuss the results.	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Social, Economic, Political

Concept: VI - Education and work are interrelated.

General Objective: 121 - Recognize that conditions in the work world affect groups and individuals.

Behavioral Objective: a) The student will be able to identify changes in conditions in the world of work.

Curriculum Considerations: 8th and 9th grade Language Arts.

Resources	Activities	Evaluation
Teacher Peer group Filmstrip: "Preparing for the Jobs of the 70's" (Guidance Associates) (L.T.I. Career Information Center)	8th GRADE Creative Writing 1a) Bring in articles from magazines about new inventions. Place these on bulletin boards for student reading and discussion. b) Have the students write a paper on the world of work in the year 2000.	Evaluate the paper on how conceivable the ideas are. How convincing was the student in his paper?
	9th GRADE Writing 1a) Discuss how time will be spent if the work week will be shortened to three or four days. b) State a position on the 3 or 4 day work week. State several reasons supporting your argument.	

SELF

Grades 7-9
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 85 - Understand why each individual is unique.

Behavioral Objective: a) The student will recognize the uniqueness of the individual.

Curriculum Considerations: 7th Grade Writing, 8th Grade Biography-Autobiography.

Resources	Activities	Evaluation
Library Filmstrip: "Gossip" (Popular Science Company)	7th GRADE 1. Student will compile a list of how they differ from others in interests, attitudes, etc., (class, family, etc.)	Teacher evaluation of student's lists. How well was he able to evaluate the uniqueness of this person?
	8th GRADE 1. The student will choose a biography or autobiography of a person he admires, read it and report in some form the differences in that person that made him unique and helped him succeed.	
	2. Class discussion of accenting positive personality traits of friends and classmates instead of always gossiping about the bad.	

SELF

Grades 7-9
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 86 - Understand the impact of other people's feelings and values and their relationship to one's own.

Behavioral Objective: a) Given sufficient discussion and development, the student will be receptive to, and appraise other people's ideas and will realize the interrelationship of these ideas with their own.

Curriculum Considerations: 7-8 Grades - Roberts Rules of Order.
9th Grade - Writing.

Resources	Activities	Evaluations
7th Grade magazines Robert's Rules of Order	7th Grade 1. Student will bring in media material to discuss the psychology of advertising and how it sways a person's thoughts. 2. Does advertising affect what you think and do? Can you remember doing anything as a result of an advertisement on TV or radio, in a magazine, newspaper, etc.? Write a short narrative telling of the time you were influenced by an advertisement. Did the product or service "live up" to the advertisement? Explain. 3. Introduce Roberts Rules of Order. Role play a meeting using these rules.	7th Grade Teacher evaluation of student ideas concerning advertising.
	8th Grade 1. Review and give background of Roberts Rules of Order. 2. Discuss ways in which their friends have influenced their thinking and acting, such as dress.	8th Grade Teacher will evaluate students discussion of Roberts Rules of Order and influence of friends.
		9th Grade Student will write a paper on how their friends, etc., have influenced their thinking.

CAREER PLANNING

Grades 7-9
To be developed

Factors: Information Gathering

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 90 - Develop occupational research skills.

Behavioral Objective: a) Given materials, the student will be able to find information concerning his career choice.

Curriculum Considerations: 8th or 9th Grade.

Resources

Teacher

Counselor

Librarian

Employment Personnel

Kits:
- Work Experience Kit
- Job Experience Kit
- Occupational Exploration Kit (Science Research Associates)

Transparencies:
- "Guide to Finding a Job" (Valient I.M.C.) (L.T.I. Career Information Center)

Filmstrips:
- "Vocational Decisions"(FS/R 12)
- "It's Your Future" (FS/R 13)
- "Jobs and Gender" (L.T.I. Career Information Center)
- "How to Investigate Vocations" (Coronet)

Cassettes:
- WIS (Deck of Career Information (L.T.I. Career Information Center)

Occupational Outlook Handbook

Activities

1. Give the student a simple outline and have him fill in the information regarding the occupation. Form a bibliography of the sources of material used for locating the information.

8th GRADE
Oral Conversation

1a) Show filmstrip "Job and Gender".

b) Panel explaining occupations that women or men are now active in that they were not active in years ago.

Evaluation

Determine the depth to which the student has researched his career and the correctness of the bibliographic form.

WORK WORLD Grades 7-9 Factors: Structure and Nature
To be developed

Concept: IX - Job specialization creates interdependency.

General Objective: 124 - Recognize the relationships between technological changes and job specialization.

Behavioral Objective: a) Given the terms, the student will be able to relate job specialization to technological change.

Curriculum Considerations: Grades 7-9.

Resources	Activities	Evaluation
16mm Films: "Where the Action Is" "Wheels a' Rolling" "English on the Job: Writing Skills" (L.T.I. Career Information Center)	1. Class discussion showing specialization in various areas: a) teaching. 2. Invite a builder to talk about various people needed in construction of a project. 3. Show film "English on the Job: Writing Skills". 4a) Bring newspaper want ads to examine specialized jobs open. b) Have the students write want ads of their own. c) Distribute these among the class and have each student write a letter of application. d) Give this letter to the person who wrote the want ad. This person should determine whether he would hire the applicant and write a short paragraph explaining why or why not.	Using the auto industry, list the technological changes and the related job specializations that developed. The teacher will evaluate the student on the form used in the business letter.

WORK WORLD Grades 7-9 Factors: Structure and Nature
To be developed

Concept: IX - Job specialization creates interdependency.

General Objective: 125 - Understand that a certain job may be performed in a variety of settings.

Behavioral Objective: a) Given a certain job, a student will be able to describe various settings in which the job may be performed.

Curriculum Considerations: 7th Grade Language Arts, 8th Grade Writing.

Resources	Activities	Evaluation
Magazines	7th GRADE 1. List a job title and gather pictures to illustrate the various areas of performance. This might become a bulletin board.	
Filmstrip: "Your Job: Finding the Right One." (FS/[illegible] 11) (L.T.I. Career Information Center)	2. Game based on "What's My Line?"	
Kit: "Widening Occupational Roles Kit" (Science Research Associates) (L.T.I. Career Information Center)	3. Discuss a broad occupation like an "engineer" and list the various areas in which he might work.	
	4. Filmstrip. "Your Job: Finding the Right One."	
	8th GRADE Descriptive Writing 1. Describe the setting in which your father works. (Include sights, sounds, smells.) Have the other students guess what your father does.	

SELF

Grades 7-9
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 79 - Understand that physical and mental factors affect one's career choice.

Behavioral Objective: a) Given information on physical job requirements, the student will discover the various physical aspects or limitations of his career pursuits.
b) After thorough investigation of mental capabilities for the job situation, students will be able to formulate groups of desirable mental attributes necessary for successful job pursuits.

Curriculum Considerations: Grades 7-9 English.

Resources	Activities	Evaluation
7th GRADE Vocational Rehabilitation Center at Stout State. Wisconsin State Department of Vocational Rehabilitation. American Association for Mental Health Veterans Administration Pamphlet: "Never Bend Your Head" (Mead Public Library)	7th GRADE 1a) Have the student read a novel about the handicapped. b) General discussion of physical job requirements and career opportunities for the handicapped.	7th GRADE Teacher evaluates the discussion.
8th GRADE Film: "Occupational Education" (FS/C 54) (L.T.I. Career Information Center) Occupational Outlook Handbook Booklets: "Prevocational Series" (Delmar Publications) "Arco-Rosen Career Guidance Series" (Arco Publishing Company)	8th GRADE 1. Give a student a severe physical disability and have him research job opportunities possible.	8th GRADE Teacher evaluates student's research and list.
9th GRADE Occupational Outlook Handbook Vocational Rehabilitation Center or factory that hires the handicapped	9th GRADE 1. Present student with job family and have him complete list of physical requirements for it. 2. Speaker from a vocational rehabilitation center to discuss job opportunities, for the physically and mentally handicapped, or a supervisor from a factory which hires the handicapped.	9th GRADE Teacher evaluates student's research and list.

CAREER PLANNING

Grades 7-9
To be developed

Factors: Family, Peers and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 93 - Aware of the influence of peer association on his career planning.

Behavioral Objective: a) Given an introduction and development of the psychology of peer association influence, the student will be able to provide examples how this does affect their career preferences.

Curriculum Considerations: 7th Grade English (Discussion), 8th Grade English (Role Playing)

Resources	Activities	Evaluation
7th GRADE Film: "Belonging to the Group" (Encyclopedia Britannica)	7th GRADE 1a) View filmstrip "Dare to Be Different". b) Discuss the various ways a student can be different.	7th GRADE After discussion of film, a short objective test on its main points.
8th GRADE 16mm Films: "Unfinished Stories" Guidance Series. (Doubleday and Company, Incorporated).	8th GRADE 1. Role playing of choosing friends showing "peer pressure." 2. Student paper on how his peers influence him.	8th GRADE Determine the depth to which the student has examined peer influence.
9th GRADE Book: Techniques in Guidance by Traxler, Arthur Filmstrips: "Your Personality: The You Others Know" (FS/C 23) (L.T.I. Career Information Center) (Show after sociogram) "Dare to be Different" (L.T.I. Career Information Center)	9th GRADE 1. Make sociogram of class.	

CAREER PLANNING
Grades 7-9
To be developed
Factors: Family, Peers and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 94 - Aware of the influences that communities have in their assessment of certain occupations on one's career planning.

Behavioral Objective: a) Given examples by the teacher of how communities actually can assess certain occupations, student will be able to relate this to their own community situation.

Curriculum Considerations: Grades 7-9 English (Writing).

Resources	Activities	Evaluation
	7th GRADE 1. Student will comprise a list of various industries and jobs in the community. Then he will conduct a poll where a specified number of citizens rate them according to importance.	7th & 8th GRADES Teacher will evaluate student's analysis of polls on community assessment of occupations.
	8th GRADE 1. Make up a mythological city comprised of businesses, industries, and professions that contrast your own. Then have students compile a poll of this mythical city.	9th GRADE Teacher will evaluate essay.
	9th GRADE 1. Student will write an essay on the influence of community on certain occupations and how this relates to his own career choice.	

SELF

Grades 7-9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 1k- Develop an understanding of one's own life style.

Behavioral Objective: a) A Student will be able to infer that his life style may change.

Curriculum Considerations: Grades 7-9 English.

Resources	Activities	Evaluation
Booklets: "Quest: Discovery through Guidance." (Bruce Publishing Company) "Problem Solving to Improve classroom Learning." (Science Research Associates)	1. Problem solving situations to determine change.	How well was the student able to place himself in both situations.
	7th GRADE Writing 1. Present problem of moving to a new environment. "My first day at......" the new school my new job our new neighborhood	
	8th GRADE Writing 1. List likes and dislikes and compare to earlier development (lower grade)	
	9th GRADE Writing 1. A new student has moved into your school. Write two themes: one as the student who has moved here and the other as the teacher or principal sees him.	

SELF

Grades 7-9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 82 - Develop an understanding that occupation choice affects an individual life style.

Behavioral Objective: a) Given an occupation a student will be able to describe the effect of occupation on any life style.

Curriculum Consideration: Grades 7-9 English (Writing).

Resources	Activities	Evaluation
Questionnaire for structured interview. Filmstrips: "Where Will You Live and Work?" (L.T.I. Career Information Center) "The Meaning of Work." (L.T.I. Career Information Center)	7th GRADE Writing 1. Interview a worker to get the description of a typical work day and what type of recreation. Present the conclusions of this interview in an essay.	How well did the student relate an occupation to a particular life style?
	8th GRADE Writing 1. Make a survey and structured interview of several people in the same occupation and compare their life styles.	
	9th GRADE Writing 1. Provide the student with a structured occupation and have him describe how he would live it.	

WORK WORLD		Grades 7-9	Factors: Individual Psychological
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 129 - Understand that emotional qualities needed for self-fulfillment differ among job families.

Behavioral Objective: a) The student will be able to distinguish that emotional qualities needed for self-fulfillment differ among and within job families.

Curriculum Considerations: 9th Grade English (Writing)

Resources	Activities	Evaluation
State employment Service Counselor Film: "Job Attitudes: Liking Your Job and Your Life." (Guidance Associates) (L.T.I. Career Information Center)	1a) Show and discuss filmstrip "Job Attitudes: Liking Your Job and Your Life." b) Define emotional qualities needed for self-fulfillment. c) Compare two jobs and distinguish the emotional qualities required in each.	How well did the student distinguish the emotional qualities needed.
	2a) Review job family classifications. b) Guest speakers-Wisconsin State Employment Service. L.T.I. Career Information Center.	

WORK WORLD | Grades 7-9 | To be developed | Factors: Individual Psychological | Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 130 and 134 - Understand that some individuals are attracted to careers because of observed life styles of certain workers.

Behavioral Objective: a) The student will discover that some individuals are attracted to careers because of observed life styles of certain workers.

Curriculum Considerations: 8th and 9th Grade English (Writing).

Resources	Activities	Evaluation
List of careers--Dictionary of Occupational Titles	8th GRADE 1. Have the class list careers that sound attractive. Choose one and explain why.	In evaluating the papers, determine the level to which students were able to identify life styles within a given career.
Booklets		
Occupational Outlook Handbook	9th GRADE 1. Class discussion to discover that a life style may be different in reality from what it appears.	
Film: "The Industrial Worker" (Encyclopedia Britannica)		
Filmstrips: "Liking Your Job and Your Life." (Guidance Associates)	2. Given a career, a student could list three reasons why a person might select that career.	
	3. Discussion - "Could a career ever interfere with your life style rather than build it?"	
	4. Give ten occupations. Have the students list them according to prestige. Discuss the reasons for this.	
	5. Put yourself in a particular career and write about your life style as you would imagine it to be.	

WORK WORLD

Grades 7-9
To be developed

Factors: Social, Economic and
Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 133 - Recognize that leisure time activities may affect career choice.

Behavioral Objective: a) Given a specific leisure activity, the student will be able to point out the careers that could evolve.

Curriculum Considerations: 7th Grade English (Speech).

Resources	Activities	Evaluation
Teacher Peer group	1a) Have student take his primary hobby and present a speech. b) The class is to suggest what careers might evolve from this hobby and what industries play the part in cheating this hobby.	How well were the students able to identify activities that might evolve from this hobby.
	2. Compare the persons who put leisure activities ahead of career (primary choice) and vice versa.	
	3. List people who have become famous through their leisure time activities.	

CAREER PLANNING Grades 7-9 Factors: Information Gathering (96)
To be developed Training and Education (97)

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 96 - Recognize one's own abilities and limitations and be able to relate this to present career interest.

97 - Understand that part-time jobs can be good exploratory experiences if planned properly.

Behavioral Objective: a) Given an opportunity to list his own abilities and limitations, the student will be able to discern appropriate career choice.

Curriculum Considerations: 7-9.

Resources	Activities	Evaluation
	7th GRADE 1. Student will list the careers they are considering.	9th GRADE Teacher will evaluate student's comparison of abilities and careers.
	8th GRADE 1. Student will list his abilities and limitations.	
	9th GRADE 1. The student will compare the lists of abilities and limitations and the careers he is considering.	

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be developed

Concept: XII - Career development requires a continuous and sequential series of choices.

General Objective: 101 - Realize that occupational information comes from many sources within and outside the school setting.

Behavioral Objective: a) Given an occupation, the student will be able to list sources of information about the occupation.

Curriculum Considerations: 9th Grade English (Research).

Resources	Activities	Evaluation
Local public library	1. Write a letter to a college, school, or industry for information.	The student must be able to list ten sources.
School library		
School guidance counselor	2. Library visit for resource information.	
Colleges and technical institutes		
Local or nearby Chamber of Commerce of local industries	3. Counselor visit for information.	
Parents	4. Visit local industry.	
Wisconsin State Employment Service	5. Visit or call Chamber of Commerce.	
Occupational Outlook Handbook		
Kit: Occupational Exploration Kit (Science Research Associates)	6. Talk with parents or adult.	
	7. Call or visit Wisconsin State Employment Service.	
Junior Sextant Series (Sextant)		
Filmstrip: "How to Study Occupations"	8. Visit to Technical Institute.	
	9. Occupational Outlook Handbook	
	10. Science Research Associates' Kit	

CAREER PLANNING   Grades 7-9   Factors: Information Gathering
To be developed

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 103 - Gain a knowledge of the components of the decision making process.

Behavioral Objective: a) The student will be able to define the components of the decision making process.

Curriculum Considerations: 9th Grade English.

Resources	Activities	Evaluation
Teacher Peer Group	1. Problem solving exercises.	Observation of student's decision making rational.
Filmstrips: "Learning to Make Decisions" (Society for Visual Education)	2. Define and list the various components in decision making.	
	3. Sound filmstrip "Learning to Make Decisions."	
Foundations for Occupational Planning "Who Are You?" "What Do You Like to Do?" "What is a Job?" "What Are Job Families?" "What Good Is School?" (CFS 2) "Vocational Decisions" (L.T.I. Career Information Center)	4. CFS 2 - Foundations for Occupational Planning. Series of 5 captioned filmstrips: "Who Are You" "What Do You Like to Do?" "What is a Job?" "What are Job Families?" "What Good is School?"	
"A Job that Goes Someplace" (Guidance Associates	5. Two filmstrips: "A Job That Goes Someplace."	
Booklet: "Problem Solving to Improve Classroom Learning" (Science Research Associates)	6. Filmstrip: "Vocational Decisions."	

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be introduced

Concept: XV - Individuals are responsible for their career planning.

General Objective: 206 - Base his career plans on accurate and pertinent information.

Behavioral Objective: a) Provided with the proper resources, the student will be able to locate accurate and pertinent career information.

Curriculum Considerations: 8th Grade English (Library Research).

Resources	Activities	Evaluation
Librarian Counselor Mobile Guidance Lab Kits: "Widening Occupational Roles" (Science Research Associates) "Occupational Exploration" (Science Research Associates) (L.T.I. Career Information Center) "Career Exploration Through Self-Involvement" "Junior Sextant Series" (Sextant) "Careers in Depth Series" (L.T.I. Career Information Center)	1. Use the mobile van with visual aids. 2. Acquaintance with library or guidance office sources to locate information. 3. Class lesson in letter writing to companies or organizations for career information. 4. Provide the student with an outline or procedure for career information gathering.	Name at least five different sources of career information.

CAREER PLANNING

Grades 7-9
To be introduced

Concept: XV - Individuals are responsible for their career planning.

General Objective: 207 - Understand the relationship between the high school courses and activities and the world of work.

Behavioral Objective: a) The student will be able to relate high school courses to the world of work.

Curriculum Considerations: 7th and 8th Grade English (Oral Communication), 9th Grade English (Debate).

Resources	Activities	Evaluation
Filmstrips: Foundations for Occupational Planning "Who Are You?" "What Do You Like to Do?" "What is a Job?" "What Are Job Families?" "What Good is School?" (CFS 2) (L.T.I. Career Information Center)	7th GRADE 1. View filmstrips CFS 2. Discuss. 8th GRADE 1. Given a list of school reasons for poor attendance, poor work habits, poor initiative, etc., the student will defend or refute on the basis of acceptibility by employees.	How effectively were the students able to discuss themselves with relation to school life? Who had the strongest defense? Teacher observation of the group.
16mm Films: "Am I Trustworthy?" "Am I Dependable?" "Your Job-Good Work Habits" (Coronet Films) (L.T.I. Career Information Center)	2. Show films: "Am I Trustworthy?" "Am I Dependable?" "Your Job-Good Work Habits." Discuss the personality traits necessary to be effective in a job.	
Booklets: Guidance Series "Your Personality and Your Job" "School Subjects and Jobs"	9th GRADE 1. Show filmstrips: "Making the Most of Your High School Days." "You and Your Part-Time Job".	
Filmstrips: "Making the Most of Your High School Days" "You and Your Part-Time Job"	2. Debate: "School is necessary for tomorrow's job."	

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be introduced

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 104 - Recognize that changing job characteristics require specialized education, preparation and training.

Behavioral Objective: a) Given a general background, the student will be able to list several varied career opportunities.

Curriculum Considerations: 8th and 9th Grade English at the end of the year when students are planning their schedules.

Resources	Activities	Evaluation
Charts Bulletins Occupational Outlook Handbook	8th GRADE 1. Discuss all educational opportunities such as: technical high schools, apprenticeship, vocational schools, college, etc.	8th GRADE Through objective test, students will list several different ways to receive career training.
Dictionary of Occupational Titles (D.O.T.) Chronicle Guidance Series School guidance counselor	2. Have each student: - choose an area of interest - list career opportunities for his area according to different educational levels.	Students' individual charts.
Prevocational Series (Delmar Publishers) Arco-Rosen Career Series (Arco Publishing Company) Employment Office Local businessmen and workers	3. Each student will prepare a multi-media presentation with careers and educational levels, in the student's area of interest.	9th GRADE Through objective testing, student will list several careers from each chart and their associated backgrounds.
Multi-Media Career Information Center	4. Write out a temporary career training plan.	
W.I.S.E. Mobil Guidance Lab	9th GRADE 1. Contact Employment Agency to obtain their approval for student visitation.	
Speakers' Bureau Film: "Planning Your Career" (Encyclopedia Britannica)	2. Instruct students in use of D.O.T.	

CAREER PLANNING
Grades 7-9
To be introduced
Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 105 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) Given any occupation, the student will be able to give adjustments made over the last ten years.

Curriculum Considerations: 7th Grade English, 8th Grade English (Panel), 9th Grade English (Writing).

Resources	Activities	Evaluation
	7th GRADE 1. Collage of adjustments as a student.	How well he related pictures to the actual situation.
	8th GRADE 1. Have a group of students take one of the areas below and research its changes over a period of the last ten years. Then come back and present these as a panel. a) List jobs that have become obsolete. b) List jobs that are new within the last five years. c) Describe automobile changes. d) Write up mass media changes, such as telephone, etc. e) How has transportation changed? f) List products that are new within the last few years.	Participation in activities. Determine how well he was able to recognize what changes were necessary and how they came about.
	9th GRADE 1. Have student take three jobs that interest him and indicate what personal adjustments would be necessary.	

JUNIOR HIGH SCIENCE RATIONALE

It was not the intent of the committee to cover all the concepts for every subject area in junior high science. Rather, those concepts which best fit a certain field were covered in that field. Time was a limiting factor in selecting the number of concepts for which activities could be written.

Our goal was not to change the science curriculum, but rather to use processes already in use in science classes to implement career education concepts. Just because a particular career concept is covered in one field and not in another does not mean that this concept might not be covered. It is hoped that teachers using this guide will be able to adjust ways to use concepts which they feel fit this particular subjects.

The self evaluation instrument can be used as a vehicle to aid students in making realistic self appraisals. We feel that this self-evaluation process is very important in developing the self concept which is so very important for junior high youth.

THREE WEEK PARTICIPANTS

Robert Johnson - Horace Mann, Sheboygan
Richard DuMonthier - Horace Mann, Sheboygan
Cal Oppermann - Sheboygan Falls Junior High

SELF Grades 7 - 9 Factors: Individual and Psychological
To be emphasized

Concept: I - An **understanding** and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self-appraisal in a diversified society.

Behavioral Objective: a) The student will identify factors that indicate the presence of change in the world around him, and place himself in a picture of environmental changes caused by man.

Curriculum Considerations: ESCP earth science, chapter #1, The Changing Earth.

Resources	Activities	Evaluation
ESCP textbook, Investigating the Earth, Chapter #1	1. Lab 1-2: Investigating Change.	Objective test on earth changes.
Film: "Our Changing Earth", "The Earth: Changes in its Surface" (BAVI)	2. Lab 1-4: Inventigating Change in Rocks.	Student reports on recent waste disposal problems and changes. Reactions of students during lab and discussions.
	3. Lab 1-5: Prediction and Patterns of Change - Sunspots and Changes.	
	4. Lab 1-7: Investigating Patterns of Change - Earthquake watch.	
	5. Lab 1-8: Investigating Patterns of Change - Weather Watch.	
	6. Lab 1-9: Investigating Patterns of Change - Sky Watch.	
	7. Using newspapers and recent magazines, prepare a brief report on some of the problems created by waste disposal and solutions to these problems that have been used or suggested.	

SELF Grades 7 - 9 Factors: General Objectives
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self appraisal in a diversified society.

Behavioral Objective: b) The students will develop a realistic assessment of their capabilities.

Curriculum Considerations: Science 7 - 9 grades.

Resources	Activities	Evaluation
See self evaluation criteria and form in Appendix I & II	Periodically students will assess their performance using the criteria on the evaluation form. Each student places grades in appropriate spaces on the self evaluation forms. The instructor then reviews the grades based on his observations and notes and makes changes where he feels the student assessment is unrealistic. The student will be given an opportunity to discuss these changes with the instructor if the student can produce additional information supporting these changes.	How will teacher assessment parallel student assessment.

SELF

Grades 7 - 9
To be emphasized

Factors: Education and Training

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: Begin to recognize the need for continuous self appraisal in
1, 96 - a diversified society. Recognize one's own abilities and limitations and be able to relate this to present career interests.

Behavioral Objective : Student set up criteria and compare personal contributions of famous inventors.

Curriculum Considerations: 7 - 9 Physical.

Resources	Activities	Evaluation
Textbook Encyclopedia Famous Inventors and Their Inventions Pratt, Fletcher (Random House)	1. Read and report on various men responsible for the basic breakthroughs in physical science (autobiographies).	Self evaluate according to set criteria with teacher checking your evaluations with explained corrections if necessary. Read participation in Appendix I.
Dictionary Lab Manual	2. Set up and experiment using similar materials as did the men following their processes.	
Short Stories of Science and Inventions (General Motors) Teacher Notes What Makes A Scientist? Waltz, George H. (Doubleday)	3. Show films as means to motivate students interest and suppliment with films and cassetts - Henry Ford - Ford Foundation.	
Industrial Pamphlets Readers Guide Ed. guide to free Science materials	4. Use class discussion or panel as a means of interrelating and associate preferance and substantiate materials used (Critical Anal.).	

SELF

Grades 7 - 9
To be emphasized

Factors: Individual and Psychological

Concept: II - Persons need to be recognized as having dignity and **worth**.

General Objective: 77 - Establish positive regards toward oneself.

Behavioral Objective: The student will be able to identify the personal attributes necessary to obtain and maintain a job.

Curriculum Considerations: Earth science, 9th grade, first quarter.

Resources	Activities	Evaluation
Any science lab manual or teacher designed lab activity.	1. Any lab or activity in science where two or more students must work together to do the assignment in the required time.	Teacher observation of student performance on labs. Successful completi of lab assignments by all lab groups.
	2. Class discussions on how the class should divide into small groups to complete assignments.	Have each lab group make a list of the abilities needed by the members of the lab group to successfully complete the lab work.
	3. Class discussion on why and how groups should be organized.	Have students list the abilities he or she has which have helped their lab group.
	4. Discussion of what happens to results if one member does not complete his part of the lab.	

Concept: III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective: Give examples of occupations that originated to meet the needs of societies.

Curriculum Considerations: Earth science, start of second semester.

Resources	Activities	Evaluation
ESCP textbook, Investigating the Earth Modern Earth Science (or any other earth science textbook)	Read brief sketches of Leonardo Da Vinci, Antoine Lavoisier, Eratosthenes, Jean Foucault, Isaac Newton, Edmund Halley, Vilhelm Bjeknes, Matthew Fontaine Maury, Wiladimir Köppen, Eugene W. Hilgard, James Hall, Charles Darwin, Norman Bowen, Beno Gutenberg, and others.	Can the student identify scientific jobs or fields that originated to satisfy a particular need of society.

WORK WORLD   Grades 7 - 9   Factors: Social-Economic-Political
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisfy the needs of a society.

Behavioral Objective: After a visit to a bee farm the students will discover this business satisfies a need of society.

Curriculum Considerations: Science 8.

Resources	Activities	Evaluation
Exploring Science 8 Pages 17 - 46 "Andy's Bee Farm" USDA Yearbook On Insects	1. Field trip to a bee farm.	The students will list two needs of society being met by this occupation.

WORK WORLD

Grades 7 - 9
To be emphasized

Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 16 - Become aware of the contributions that occupations make to the advancement of society.

Behavioral Objective: Student to discover the importance of science and how it is related to the technological achievements that make our lives easier.

Curriculum Considerations: Physical Science - 7 - 9.

Resources	Activities	Evaluation
Textbook Teacher Experience and Notes Peer Group	1. Arrange for students to observe work methods and lab facilities in a local industry (Ex. Plastics Kohler, etc.).	Critical Analysis Open discussion Self Evaluation form in Appendix I Read Participation
Books: *Ed. Guide to Science Material* Readers Guide Dictionary	2. Ask a high school graduate enrolled in a work-study program in college, technical or vocational school to speak to the class about his program.	
Technician Ed. Yearbook (Prakken) Film: "Education is Everybody's Bussiness" (Association) "Planning Ahead After High School"	3. Prepare a list of books describing career opportunities in science according to abilities.	

SELF Grades 7 - 9 Factors: Individual and Psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 116 - Understand that people work for different rewards such as monetary, personal satisfaction or recognition.

Behavioral Objective: Give examples of several people who found satisfying work and recognition in various fields of the earth sciences.

Curriculum Considerations: Earth Science 9, second semester.

Resources	Activities	Evaluation
ESCP textbook, Investigating the Earth Modern Earth Science School library	1. Class discussions about the biographical sketches of many of the people responsible for scientific discoveries in the earth sciences.	Can the student identify people who found jobs or careers in science which were satisfying and which gave recognition.

SELF

Grades 7 - 9
To be emphasized

Factors: Education and Training

Concept: V - Work means different things to different people.

General Objective: Become aware that there are different kinds of work.

Behavioral Objective: 5 - Student will gain understanding and ability to evaluate what his job preferences are and how he can fit as part of the whole society.

Curriculum Considerations: Physical Science - 7 - 9.

Resources	Activities	Evaluation
Textbook Teacher Notes and Experience Peer Group	1. Ask the studetns to collect pictures of workers engaged in occupations emphasizing science in the work world.	Critical Analysis Open discussion Self Evaluation form in Appendix I Re. participation
Books: Ed. Guide to Science Material Readers Guide Dictionary	2. Use the "Scientists At Work" series for a bulletin board on careers in science.	
Scientists at Work (Eastman Kodak)	3. Invite guests to speak on various careers in science. Use speakers from the local scientific societies, business, and industry, including former studetns now employed in scientific occupations.	
School Subjects and Jobs (Science Research Associates - Brochure) "How to Express Yourself Vocationally" (American Personnel & Guidance Association)	4. Organize a career shelf in one corner of the room for the display of information materials on careers related to the study of science.	

WORK WORLD

Grades 7 - 9
To be emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 87 - Understanding of the necessity for obtaining employability skills.

Behavioral Objective: To identify the various basic skills needed for employability in (a) geology (b) oceanography (c) paleontology (d) astronomy.

Curriculum Considerations: Earth Science, when units are covered.

Resources	Activities	Evaluation
FSCP textbook, Investigating the Earth Modern Earth Science, or any earth science textbook	1. Geology: (a) ESCP chapters 14, 15, 16, 20 and 21 and all the related lab investigations Oceanography: (b) ESCP chapters 10 & 13 and all related lab investigations Paleontology: (c) ESCP chapters 17, 18, and 19 and all related lab investigations Astronomy: (d) ESCP chapters 22, 23, 24, 25 and 26 and all related lab investigations * Chapters different depending on text used. ESCP chapters given.	At the end of the activities for each field, have the stude make a list of the skills they feel are needed and necessary to be employed in tha area of science. At the end of each set of work, have the students discuss what basic skills they now have which would help them work in tha area of science. Give lab tests in which skills and techniques of the fie are tested.

WORK WORLD

Grades 7 - 9
To be emphasized

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 119 - Understand that some occupations/careers are influenced by licensing requirements which dictate education/training needs.

Behavioral Objective: The student will be able to identify occupations that require licenses which dictate education/training needs.

Curriculum Considerations: Earth Science, 9th grade, during the career unit.

Resources	Activities	Evaluation
School library County Agent Kits: -Guidance Department, Career Information kits Textbook Personal Interviews Earth Science course work	1. Have students research licensing and training requirements for the following occupations related to the study of the earth sciences. Place results on board: 1) Agricultural chemist 2) Agricultural engineer 3) Agronomist 4) Archaeologist 5) Astronomer 6) Cartographer 7) Conservationist 8) County agricultural agent 9) Dairy farmer 10) Geographer 11) Geological engineer 12) Geologist 13) Geophysicist 14) Horticulturist 15) Mineralogist 16) Oceanographer 17) Paleontologist 18) Park Ranger 19) Petroleum Engineer 20) Seismologist	Results of student research.

WORK WORLD Grades 7 - 9 To be emphasized Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 17 - Recognize that different kinds of work require varying degrees and types of educational preparation.

Behavioral Objective: Student to learn that training and practical experience are directly related to vocational success.

Curriculum Considerations: Physical Science - 7 - 9.

Resources	Activities	Evaluation
Textbook Teacher Experiences and Notes Peer Group Books: Guide to Science Material Readers Guide Dictionary "Being Teenagers" (Neugarten-National Forum Ch. 20) "Doorways to Science and Engineering Careers" (General Motors) "Interesting All Students in Science" Pribnow - (Clearing House (33)) Films: Basic Facts You Need to Know (Essential Ed.)	1. Invite teachers of science at succeeding grade levels to talk to the class about their subjects and experience. Visiting teachers should be encouraged to perform demonstrations and to show materials, projects, and equipment used in lab and class; also, how these relate to the science work world.	Critical Analysis Open discussion Self Evaluation form in Appendix I Re. participation

SELF

Grades 7 - 9
To be emphasized

Factors: Individual and Psychological

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 85 - Understand why each individual is unique.

Behavioral Objective: After appropriate background information about discoverers in the field of science, the student will explain that a job is only a niche in society, and it is the person who fills the job who brings it to life and personalizes it.

Curriculum Considerations: Earth science, start of second semester, vignettes in most chapters.

Resources	Activities	Evaluation
Textbook, *Investigating the Earth*, vignettes in most chapters	1. Make a report on the life of a famous scientist and what he was like and what he did.	Reactions of students in discussion groups.
School library		Reactions of students as new names are presented.
	2. Discussions (small group) about why these people became famous for their work, and how they were different from other people of their time.	Teacher evaluation of student reports.

CAREER PLANNING | Grades 7 - 9 | Factors: Information Gathering
To be developed

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 91 - Demonstrate a knowledge of employment trends.

Behavioral Objective: After research, the student will explain the importance of supply and demand in planning a career in the earth sciences, including examples.

Curriculum Considerations: Earth Science, during career unit.

Resources	Activities	Evaluation
Booklet: "Guidance Activities for Teachers of Science" (GK 48) (L.T.I. Career Information Center)	1. Research Occupations related to the study of the Earth Sciences.	Results of student research. Have students predict the number of people in each class that could go into the same or similar career Have students predict what would happen if everyone in the class decided on the same career.

CAREER PLANNING

Grades 9
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: Recognize that technological change may affect employment
155 - opportunities and task requirements of various occupations.

Behavioral Objective: To explain that change is producing opportunities in employment as well as eliminating jobs.

Curriculum Considerations: General Science (electricity, mechanics).

Resources	Activities	Evaluation
Newspapers Television Science Magazines Examples: Popular Science Popular Mechanics Popular Electronics Electronics Illustrated (etc.)	1. Make a list of new science related jobs that materialized in the last few years. 2. Make a list of new (machines) that can do jobs more economically than hired laborers.	Student to write a report showing trend of type of job opportunities that are increasing compared with those that are decreasing or are likely to.

SELF

Grades 7 - 9
To be emphasized

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 126 - Recognize that business, industrial, or institutional organizations are comprised of workers who perform tasks which are interrelated.

Behavioral Objective: Students will be able to recognize the importance of individual contributions in the completion of a task assigned to a team of students.

Curriculum Considerations: Science 7 - 9.

Resources	Activities	Evaluation
Exploring Science 8: 1) Finding Densities of Rocks (page 67) 2) Testing electric Cells (page 133) 3) Construction & Use of Air Thermometer (page 155) 4) Heat Capacity of Oil (page 170) 5) Determination of Percent of Water in Soil (page 342) 6) Chemical Tests With Soils (page 355) Free Film: "In A Medical Laboratory" (Contact local unit of American Cancer Society)	1. Given an assignment to complete an experiment as a team, the members of the team will: a. identify the jobs to be completed b. describe as a group who will complete the jobs c. perform the jobs d. turn in a report containing results and conclusions	Individual groups will put results on chalk board so the results may be compared. Reports will be evaluated for completeness. All students receive same grade.

CAREER PLANNING

Grades 7 - 9
To be explored

Factors: Family, Peers and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 94 - Aware of the influence that communities have in their assessment of certain occupations on one's career planning.

Behavioral Objective: Student will learn to appreciate the needs of community and also evaluate his abilities as well as the needs of his desires.

Curriculum Considerations: Physical Science 7 - 9

Resources	Activities	Evaluations
Teacher experience and notes Industry Peer group Books and pamphlets: Ed. Guide to Free Science Materials	1. Ask a high school graduate enrolled in a work study program in college, technical or vocational school to speak to the class about his program. (Taped interview could be used.)	Critical analysis. Open discussion. Check self--Evaluation form in Appendix I, re participation.
Reader's Guide Directory of Technical Institute Courses (National Council of Technical Schools) Textbook	2. Have industrial leaders of your community form panel and express their needs and abilities necessary to do their work and desires to expand. (Questions and answers).	
Dictionary "Apprenticeship Training" (Government Printing Office)	3. Assign oral reports on specific types of educational programs and vocational programs.	
"Directory of Vocational Training Sources," by James Murphy (Science Research Associates) "Apprenticeship in America," by Harry Kursh (Norton)	4. Plan field trips to visit local industries in operation and spend time, question and answer, with management.	

WORK WORLD

Grades 7 - 9
To be developed

Factors: Individual and Psychological

Concept: X - Environment and individuals potential interact to influence career development.

General Objective: 128 - Understand that personality is an important factor in securing and holding a job.

Behavioral Objective: To identify the various desirable personality traits needed for employability in the fields of (a) geology (b) oceanography (c) paleontology (d) astronomy.

Curriculum Considerations: Earth Science, at the end of each of the mentioned units.

Resources	Activities	Evaluation
ESCP textbook, Investigating the Earth Modern Earth Science and any earth science textbook	1. ESCP chapters 14, 15, 16, 20 and 21 and all the related lab investigations.	At the end of the activities for each field, have the students make a list of the personality traits they feel are needed and necessary to be employed in that area of science.
	2. ESCP chapters 10 and 13 and all related lab investigations.	Have students discuss personality traits they feel will help them in that area of science.
	3. ESCP chapters 17, 18 and 19 and all related lab investigations.	
	*Chapters different depending on text used. Above is for ESCP.	

WORK WORLD Grades 7 - 9 Factors: Individual Psychological
To be developed Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 130 and 134 - Understand that some individuals are attracted to careers because of observed life styles of certain workers.

Behavioral Objective: Field geologists are usually pictured as the rugged outdoor type. After a unit in geology, the students will explain why some individuals are attracted to careers because of observed life styles of certain workers.

Curriculum Considerations: Earth Science, 9th grade, Geology chapters.

Resources	Activities	Evaluation
ESCP textbook, Investigating the Earth Modern Earth Science or any earth science textbook	1. ESCP chapters 14, 15, 16, 20, and 21 and all related labs. 2. After completion of the unit on geology, have the students who would like to become field geologists identify themselves.	Have students who would like to be field geologists explain why they would like to do so. Have class discuss any common characteristics of those people, or discuss why nobody wanted to be a geologist. Note number of girls who want to be geologists

CAREER PLANNING Grades 7 - 9 Factors: Information Gathering

Concept: XII - Individuals can learn to function effectively in a variety of occupations.

General Objective: 44 - Realize that individuals have assets and limitations as they relate to job requirements.

Behavioral Objective: Student to gain general understanding before becoming specialized.

Curriculum Considerations: Physical Science 7 - 9

Resources

Teacher notes and experience

Industry

Peer group

Books and pamphlets:

Ed. Guide to Free Science Material

Textbook

Dictionary

What is Science, by James R. Neuman (Simon and Schuster)

Reader's Guide

"The Future is Our Assignment" (General Motors)

"Jobs in Science" (Science Research Associates)

Visual Aids:

"The Questing Mind" (General Motors)

"The Question Tree" (I.B.M.)

"Atomic Energy Can Be a Blessing" (Atomic Energy Commission)

Activities

1. Prepare a bulletin board showing the contributions of science to agriculture, health, transportation, communication, and other related fields.

2. Have students clip help-wanted advertisements from the classified section of a newspaper. Discuss the importance of scientific occupations in national and international affairs.

3. Using census figures, compare the number of workers in scientific and related occupations today with the number in previous years to show the employment trends in the various occupations. Relate scientific developments to employment trends in these occupations.

Evaluation

Critical analysis.
Open discussion.

Self Evaluation form in Appendix I, re participation.

CAREER PLANNING

Grade 9
To be emphasized

Factors: Information Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 162 - Experience several occupational tasks he could perform or learn to perform.

Behavioral Objective: Demonstrate several jobs such as a photographer, darkroom worker, etc., that utilize the principles of light in photography.

Curriculum Considerations: Physical Science (Photo Club), General Science, Light, Energy, Chemical Changes.

Resources	Activities	Evaluation
Camera film Darkroom chemicals paper (paper)	1. Properly expose film for a variety of subjects: still life scenery action	Good Negatives Obtain prints that show a working knowledge of light enery, chemical reaction and thought.
Filmstrips: "Careers In Photography" FS/R 50	2. Develop film.	
	3. Print (1) contact (2) enlarge	

WORK WORLD

Grades 7 - 9
To be introduced

Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 207 - Understand relationship between high school courses and activities and the world of work.

Behavioral Objective: The student will list activities performed by people in various occupations that require skills obtained in science 8.

Curriculum Considerations: Science 8.

Resources	Activities	Evaluation
County Extension Service *Exploring Science 8* page 110	1. County Agricultural Agent will be invited to speak about local insect pests and methods used to control them.	The student will list at least four activities of an agriculture agent that require skills related to activity in insect unit in science 8.
	2. Visit a plant where milk is pasteurized, write a report on methods used for pasteurization and methods used to prevent contamination of milk.	The student will list five things observed in plant that require skills learned in science 8.

SELF

Grade 9
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: Determine and pursue educational and/or occupational plans.
151 -
Behavioral Objective: To become aware of other considerations relating to jobs and careers.

Curriculum Considerations: Physical Science (early in year, or after start of the fourth quarter).

Resources	Activities	Evaluation
Kits: Career Games	Group work with Career Games Kit	Student self evaluation (written) of job or job area he was considering stating why he may no longer be considering it, or why he may now think more of it.

CAREER PLANNING   Grades 7 - 9   Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: Understand the adjustments necessary to maintain employment.

105 -
Behavioral Objective: Student to understand how technology makes changes in job and vocational disciplines.

Curriculum Considerations: Physical Science 7 - 9

Resources	Activities	Evaluations
Teacher experience and notes Industry Peer group	1. Have students present the highlights of his career investigation in an oral report.	Critical analysis. Open discussion. Check self--Evaluation form in Appendix I, re participation.
Books and pamphlets: Ed. Guide to Free Science Material Occupations and Careers, by Greenleaf (McGraw-Hill) Reader's Guide Textbook	2. Have slower students assigned to observe and interview a worker engaged in an occupation related to science (What changes were necessary to enable him to keep his job over the last 15 years?).	
Dictionary	3. Use films as overview. (open discussion)	
"School Subjects and Jobs," by Brochand "Charting Your Job Future," by Gilles (Science Research Associates) "Occupational Outlook Handbook" (Government Printing Office) Films: "Time For Tomorrow" "Design For Life" (Sterling) "How To Investigate Vocations" "Choosing Your Occupation" (Coronet)	4. Prepare bulletin board showing contributions of science to agriculture, health, transportation, communication, etc., and have students clip help-wanted advertisements from the paper concerning the above for today and compare with papers for the local press of 50, 25, 15, 10, and 5 years ago, and how requirements and types of jobs have changed.	

APPENDIX I

STUDENT EVALUATION CRITERIA

CLASS PARTICIPATION

A. I carry on my share or more of class discussion. I prepare carefully for class. My contributions are relevant to the total discussion and are carefully given. Frequently I cite my sources. I volunteer to contribute frequently, but may not be called upon.

B. Occasionally I make relevant contributions to class discussions. I follow discussion closely. I prepare well for class discussion. I often volunteer to contribute, but may not be called upon.

C. I concentrate on class discussion. I prepare some material before class, but I seldom make or attempt contributions.

D. I do not prepare much for class discussion. I frequently have something to say, but it may not be relevant; or I scarcely make a voluntary contribution. I do not follow the discussion well.

F. I do not concentrate on the discussion. My attention wanders. Sometimes I talk to others. I do not prepare for discussion. I spend class time visiting, writing notes or wasting time.

LABORATORY WORK

A. Before each laboratory session I fully prepare myself as to the objectives, methods and procedures to be used. I work efficiently and thoroughly. I clean and put away all equipment and/or materials used during the lab session. My records of lab work are complete and detailed. Often after reading the text and/or listening in class, I add material to my notes. I leave my work station only when necessary.

B. Between A and C.

C. Usually I know what the purpose of the lab work is, but I am not always sure how to go about doing the work. Sometimes I let others do the work; however, I usually do my share. I put most of the observations and data in my notebook and in good form.

D. Between C and D.

F. I seldom understand what is going on during lab and I make no attempt to get help. I usually let someone else do the work while I talk to others. My records of lab work are incomplete and/or poorly organized. I am content to let other people in my group do all the work and copy their results. I often leave my work station and waste time.

STUDENT EVALUATION CRITERIA (continued)

NOTEBOOK AND ASSIGNMENTS

A. My notebook is complete, neat and accurate. It contains all lab notes and other required written work. My data tables and/or observations are complete. If I was absent I made an attempt to find out what I missed and attempted to make up the work. Each experiment includes necessary procedures, data tables, answers to questions, observations and conclusions where appropriate. At times I do extra work in my notebook. I bring all needed materials to class each day and use them when necessary.

B. Between A and C.

C. My notebook is complete with necessary experiments including data tables and other written work. I seldom forget needed materials. My notebook is usually up to date and in fair order. I'm not always sure that the conclusions are correct if I write conclusions. I usually attempt to make up work when I am absent.

D. Between C and F.

F. My notebook is poorly organized, incomplete or missing altogether. I seldom record any of the data during lab sessions. I make no attempt to make up work missed after absence. I have no conclusions to the experiments. I often fail to bring needed materials to class. Most of my data and results are copied from others.

TESTS

A. My scores are in the top quarter of the class.

B. Between A and C.

C. My scores are in the middle of the class.

D. Between C and F.

F. My scores are in the lower fourth of the class.

APPENDIX II - INDIVIDUAL STUDENT RECORD SHEET FOR CRITERIA IN APPENDIX I

____
Last NAME first

Period__________ Quarter__________

HORACE MANN JUNIOR HIGH SCHOOL
SCIENCE DEPARTMENT
SELF EVALUATION FORM

1. CLASS PARTICIPATION

___ ___ ___ ___ ___ ___ ___ ___ ___
___ ___ ___ ___ ___ ___ ___ ___ ___

AVERAGE__________

2. LABORATORY WORK

___ ___ ___ ___ ___ ___ ___ ___ ___
___ ___ ___ ___ ___ ___ ___ ___ ___

AVERAGE__________

3. NOTEBOOK AND ASSIGNMENTS

___ ___ ___ ___ ___ ___ ___ ___ ___
___ ___ ___ ___ ___ ___ ___ ___ ___

AVERAGE__________

4. TESTS

___ ___ ___ ___ ___ ___ ___ ___ ___
___ ___ ___ ___ ___ ___ ___ ___ ___

AVERAGE__________

FINAL AVERAGE __________

GRADE SCALE FOR QUARTER

FINAL AVERAGE	GRADE
3.7 - 4.0	A
2.7 - 3.6	B
1.7 - 2.6	C
0.7 - 1.6	D
0.0 - 0.6	F

MY QUARTER GRADE FOR SCIENCE EIGHT SHALL BE ________________.

SOCIAL STUDIES
GRADES 7 - 9

Social Studies

It is the consensus of the social studies representatives on this project that career information is important for four reasons, each of which relate significantly to the entire spectrum of social science; these will provide the rationale for our participation in this workshop:

1. We recognize the importance of making available information, materials, and methods that will foster responsible, realistic, and critical attitudes toward an individual choice of career.

2. We recognize the need to examine career information in the hope that we can integrate the world of work with one's life goal.

3. We wish to examine society hoping to discover it's critical needs and correlate them with career information and career choice.

4. We recognize the need to provide teachers with preliminary directions toward relating career information with historical and societal problems.

Psychology

It should be noted that it is impossible to select one particular unit in psychology as the best possible place to emphasize a certain concept. Many of these concepts can be taught in several psychological units.

Numerous methods, such as research projects, simulation games, films, speakers, and etc. can be brought in many different places in the course.

Therefore the unit selected is only a suggestion as to where a concept may be emphasized.

Three-Week Participants

Wes Zellmer - Plymouth
Jerry Brinkman - Plymouth
Bill Lambrecht - North High, Sheboygan
LuVern Kopp - North High, Sheboygan
Richard Alby - North High, Sheboygan
Edward Brinkman - Plymouth
Wayne Conger - Plymouth
Fred Henschel - Plymouth
Bob Rank - Plymouth

SELF

Grades 7-9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 74 - Recognize the need for continuous self-appraisal in a diversified society.

Behavioral Objective: a) The student will be able to define the process of self-analysis and identify the need of such in a diversified society.

Curriculum Considerations: 7th and 8th grade Social Studies
8th grade C.E.V.

Resources

Teacher

Peer Group

Filmstrips:
"Your Personality: The You Others Know" (FS/C 23)

"Preparing for the World of Work" (FS/C 31)

"Failure: A Step Towards Growth"

"Getting To Know Me" (FS/C 79)

"Personal Commitment: Where Do You Stand" (L.T.I. Career Information Center)

Activities

7TH GRADE LATIN AMERICAN HISTORY

1. Discuss the case of Simon Bolivar and his self appraisal of the lack of unification in Gran Colombia.

8TH GRADE U.S. HISTORY

1. Discuss George Washington and his farewell speech and his goals for the U.S. to follow

8TH GRADE CAREER EXPLORATION UNIT (C.E.U.)

1. Filmstrips, "Your Personality: The You Others Know"; "Preparing for the World of Work"; "Failure: A Step Towards Growth".

2. Identify the traits of self:
   a) Psychological
   b) Physical
   c) Social
   d) Spiritual

3. Discuss the case of Bart Starr or a similar athlete who must use self-appraisal and why.

4. Write a short paper of self-appraisal.

5. Make a list of reasons why self-appraisal is periodically necessary.

Evaluation

Group presentation and peer criticism.

SELF

Grades 7-9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 75 - Recognize responsibility for self direction.

Behavioral Objective: a) The student will be able to explain why responsibility for self direction is needed.

Curriculum Considerations: 7th grade Latin American Geography
8th grade U. S. History
8th grade C.E.U. (Career exploration unit)

Resources	Activities	Evaluation
Teacher Peer Group Library Films: "It's Your Move" "My Life to Live" (Cornet Films) "Where Do I Go From Wherever I Am" (NEWIST) "Vocational Decisions" (Society for Visual Education) Newspapers Magazines Filmstrips: "Preparing for the World of Work" (FS/C 31) (L.T.I. Career Information Center) "Getting to Know Me" (FS/C 79) "Personal Commitment: Where Do You Stand" "Failure:A Step Towards Growth" (FS/C 21) (L.T.I. Career Information Center)	7TH GRADE LATIN AMERICAN GEOGRAPHY 1. Debate the responsibility of self direction for a country. Use Chile, Ecuador or Peru as examples of countries trying to direct themselves as opposed to U.S. intervention. 8TH GRADE U.S. HISTORY 1. Discuss the self direction of Ben Franklin and Abe Lincoln in their individual advancement. 2. Write a paper on a specific event characterizing self direction. 8TH GRADE CAREER EDUCATION UNIT 1. Discuss and define self direction. 2. List people that students recognize as self-directed. Discuss with them. 3. Film - "Preparing for the World of Work" 4. Film - "It's Your Move - Decisions for Discussion" 5. Film - "My Life to Live" 6. Film - "Vocational Decisions" 7. Film - "Where Do I Go From Wherever I am"	Teacher evaluation from the debate Teacher Evaluation of paper From activities and projects, Students apparent direction toward self-direction.

SELF

Grades 7-9
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 76 - Review personal attributes necessary to obtain and maintain a job.

Behavioral Objective: a) The student will be able to identify the personal attributes necessary to obtain and maintain a job.

Curriculum Considerations: 8th Grade Career Exploration Unit

Resources	Activities	Evaluations
Teacher Peer group Career Catalog Films: "Getting and Keeping Your First Job." "What You Should Know Before You Go To Work." (L.T.I. Career Information Center) Kits: Sextant Kit (Sextant) Occupational Exploration Kit (Science Research Associates)	8TH GRADE CAREER EXPLORATION UNIT 1. List the attributes necessary to obtain and maintain a job. 2. have the student list the attributes that he has. 3. Give students a list of personal attributes. Relate them to a job and to school. 4. Film, "Getting and Keeping Your First Job." 5. Film, "What You Should Know Before You Go to Work."	Teacher evaluation of students list of personal attributes of job success.

SELF

Grades 7-9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 77 - Establish positive regards toward oneself.

Behavioral Objective: a) The student will integrate the idea of self love into his self concept.

Curriculum Considerations: 8th grade U.S. History, 8th grade C.E.U.

Resources	Activities	Evaluation
Filmstrip: "Your Personality: The You Others Know" (FS/C 23) (L.T.I. Career Information Center) "Getting to Know Me" (FS/C 79) Booklet: "Discovering Yourself" (Science Research Associates) Junior Guidance Series and/or Guidance Series (Science Research Associates)	8TH GRADE U.S. HISTORY 1. Report on why self-confidence was so important to George Washington during the failing times of the Revolutionary War. 2. Student reading of Martin Luther King's "I Believe" to stimulate interest in group pride (Black is Beautiful). 3. Bulletin board on black people and their rise in social status. 4. Chart on black people and their dispersement in occupations. 8TH GRADE CAREER EXPLORATION UNIT 1. View filmstrip "Your Personality: The You Others Know." 2. Small Group discussion questions: a) What personality traits attract you? Turn you off? b) Is it possible for a person's personality to be different from his charact[illegible]? Does personality always reveal character?	Teacher evaluation of student activities

Resources	Activities	Evaluation
	c) What do other people do that makes you feel awkward or self-conscious? Happy or self-confident? d) "Human beings are capable of changing their personality and character".Do you agree this is true? To what extent?	
	3. Write a short paper on the adult you admire most. What are the person's special qualities of personality and character that make you feel this admiration?	
	4. Have students list their own qualities, then prepare a sales pitch to sell themselves on a "slave market".	

SELF

Grades 7-9
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 78 - Appreciate that people bring dignity and worth to their jobs.

Behavioral Objective: a) After appropriate background understanding of personality, personal worth, etc, the student will state that a job is only a niche in society and it is the person who fills the job who brings it to life and personifies it.

Curriculum Considerations: 7th grade Latin American Geography, 8th grade U.S. History, 8th grade C.E.U.

Resources	Activities	Evaluation
Filmstrip: "The Rise of Industrial America" (FS/C 85) (L.T.I. Career Information Center)	7TH GRADE LATIN AMERICAN GEOGRAPHY 1. Student report on the rise of the middle class in Brazil.	Teacher evaluation of student's report. Teacher and peer evaluation.
Local Employer	8TH GRADE U. S. HISTORY 1. Committee reports comparing the rise of the middle class in U.S. History and the effects of labor unions.	
	8TH GRADE CAREER EXPLORATION UNIT 1. Guest speaker--employer speaks of importance of each employee on the job.	
	2. Students list three ways people bring dignity and worth to their job.	
	3. "When a tree falls in the forest, unless there is someone there to hear it, does it make noise? Same is true for a job. It is nothing until the person comes in to take the job." Discuss the above.	

WORK WORLD	Grades 7-9 To be emphasized	Factors: Social, Economic, Political

Concept: III - Occupations exist for a purpose.

General Objective: 106 - Appreciate that occupations exist to satisfy the needs of society.

Behavioral Objective: a) Given the varying needs of societies, the student will be able to identify how occupations satisfy these needs.

Curriculum Considerations: 7th grade Latin American History and Geography

Resources	Activities	Evaluation
Teacher Peer Group Magazines 16 mm. films: "Landforms and Human Use" "World History: An Overview." (Coronet Films)	1. Students identify basic human needs.	Evaluation from student lists and maps.
	2. Students represent members of the Inca social system. Each tells what his duties are and how his needs are met.	
	3. Identify the types of society: a) Under-developed b) Communistic c) Capitalistic	
	4. Draw a map of Latin America, indicating types of society.	
	5. List the common needs of each society in activity three.	
	6. List the particular needs of each society.	
	7. Films - "Landforms and Human Use"	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Social, Economic,
Political

Concept: III - Occupations exist for a purpose.

General Objective: 107 - Develop an understanding of the basic concepts of production, distribution and consumption, as they relate to jobs in the economic structure.

Behavioral Objective: a) Given a product, the student will be able to label the jobs related to the production, distribution, and consumption of that product.

Curriculum Considerations: 7th grade Canadian Geography, 8th grade U.S. History

Resources	Activities	Evaluation
16 mm. films: "Distributing America's Goods"	7TH GRADE CANADIAN GEOGRAPHY 1. Class review of terms: Production, distribution, and consumption.	Evaluation from student paper as explained in activity Four.
"The Basic Elements of Production" (Encyclopedia Britannica)		Teacher evaluation of student's research paper.
"Meat from Plant to Platter" (Barfe Production)	2. Show and discuss film: "The Basic Elements of Production"	
Quick Canadian Facts Toronto, Ontario		
	3. Students write a research paper on any industry in Canada explaining a product beginning with raw materials and ending with consumption.	
	8TH GRADE U.S. HISTORY 1. Show film "Distributing America's Goods".	
	2. Plan and follow the effect a strike would have on the factors: social, economic, political.	
	3. Show and discuss film: "Meat from Plant to Platter".	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Social, Economic,
Political

Concept: III - Occupations exist for a purpose.

General Objective: 108 - Understand thata person may satisfy his social-economic-political needs through an occupation.

Behavioral Objective: a) Given an occupation, the student will be able to appraise the social-economic-political factors relevant to personal satisfaction in said occupation.

Curriculum Considerations: 8th grade careerexploration unit

Resources	Activities	Evaluations
Teacher Parent or adult Peer group	8TH GRADE C.E.U. 1. Define and distinguish social, economic, and political needs.	Evaluation of Activities 4 & 5
Filmstrip: "Where Will You Live and Work." (CFS 7) (L.T.I. Career Information Center)	2. Have students list activities they enjoy and relate them to job satisfactions.	
	3. Film, "Where Will You Live and Work."	
	4. Write a paper on what satisfactions you would want from a job.	
	5. Have the student select an occupation and list the social, economic, and political needs relevant to the occupation.	

Grades 7-9
To be emphasized

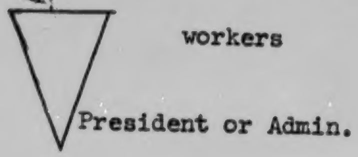
Factors: Individual Psychological

Concept: III - Occupations exist for a purpose.

General Objective: 109 - Understand that, in general, people's self concepts can be enhanced in a variety of work roles.

Behavioral Objective: a) Given a clear definition and introduction to self concept, student willcomprehend the idea that one's self concept is very clearly defined through the success of one's activities, especially work, and that success is a personal thing.

Curriculum Considerations: 8th grade career exploration unit

Resources	Activities	Evaluations
Magazines Widening Occupational Roles Kit (Science Research Associates) Teacher list from service clubs of volunteers who will serve as resources.	1. Research different examples and make a bulletin board of inverted job heirarchy showing progression upward of general orders, to specific duties.  	Teacher evaluation of Individual report or diagram and bulletin board.
	2. Several debate teams, each comprised of people who have different levels of jobs in a related field, debating importance of their job.	Class evaluation of debate.

WORK WORLD

Grades 7-9
To be emphasized

Factors: Individual
Psychological

Concept: III - Occupations exist for a purpose.

General Objective: 110 - Understand that one's individual needs change as they progress through life.

Behavioral Objective: a) Through examples and discussion, the student will be able to distniguish how career and life planning are interrelated and that one will often change the other; plans must be made carefully and flexibly, including family, money needs, etc.

Curriculum Considerations: 7th grade Canadian History, 8th grade U.S. History, 8th grade C.E.U., 9th grade World History

Resources	Activities	Evaluation
WHA Radio Series "New World-New Lives" Library Quick Canadian Facts Toronto, Ontario	7TH GRADE CANADIAN HISTORY 1. Student skit depicting changes in needs of Canadian Indians after Europeans brought steel knives, iron kettles, cotton cloth, guns, etc.	Student evaluation through discussion. Teacher evaluation from paper.
Filmstrip: "Careers in the World of Computers" (FS/R 46) (L.T.I. Career Information Center)	2. Program "Of Fish and Furs and Fools Gold" from "New World-New Lives" series.	
Adults Parents	8TH GRADE U.S. HISTORY 1. Cite an example of community needs-vanishing blacksmith and ever increasing computer operator.	
	8TH GRADE CAREER EXPLORATION UNIT 1. Guest speaker (could be a parent), showing that career and life planning are related and that any change in one affects the other.	
	9TH GRADE WORLD HISTORY 1. Write a paper following the changing needs in Europe resulting from Marco Polo's trip to the orient.	

WORK WORLD — Grades 7-9 To be emphasized — Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 112 - Understand that people at work produce goods and/or services.

Behavioral Objective: a) Given an occupation, the student will be able to determine if it produces goods or services or both.

Curriculum Considerations: 7th grade Latin American History, 7th grade Canadian Geography, 8th grade career exploration unit

Resources	Activities	Evaluations
Teacher D.O.T. Occupational Outlook Handbook	7TH GRADE LATIN AMERICAN HISTORY 1. List members of the Inca social system; categorize them into those producing goods and those producing a service.	From Activities two, six, and seven. Teacher evaluation from list.
Kit: Widening Occupational Roles Kit (Science Research Associates)	7TH GRADE CANADIAN GEOGRAPHY 1. Construct a model Eskimo community differentiating between group producing goods or services.	
Film: "The Basic Elements of Production: (Encyclopedia Britannica)		
Booklet: "Quest--Discover Through Guidance." (Bruce Publishing Company)	8TH GRADE CAREER EXPLORATION UNIT 1. Re-define goods and services.	
	2. Make a chart of occupations with columns for goods, services, both. Sort accordingly.	
	3. Have the student name ten services used in his community.	
	4. Class discussion on what five services would you like your community to discontinue.	
	5. Film, "The Basic Elements of Production."	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and
Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 114 - Understand that within each job family, there are a wide range of occupations.

Behavioral Objective: a) Given six job families, thestudent will be able to classify occupations into those families.

Curriculum Considerations: 8th grade U.S. History, 8th grade career exploration unit

Resources	Activities	Evaluations
Kit: Widening Occupational Roles Kit (Science Research Associates)	8TH GRADE U. S. HISTORY 1. Clarify through panel discussions with the idea of the cotton gin to the power loom (the need is there now the idea for better fulfillment).	Evaluation of panel and illustrations
Occupational Outlook Handbook		
Teacher		
Filmstrips: Foundations for Occupational Planning (Series of 5 captioned filmstrips) "Who Are You?" "What Do You Like to Do?" "What Is a Job?" "What Are Job Families?" "What Good is School?" (CFS 2) (L.T.I. Career Information Center)	2. Students make or collect illustrations of the machines in the textile industry (then and now). 8TH GRADE C.E.U. 1. Widening Occupational Roles Kit.	
Junior Sextant Series (Sextant)	2. Discuss the six job families and the divisions under: a) Professional b) Skilled c) Semi-skilled d) Unskilled	
Career Opportunities New York Life Insurance Co.		
	3. Examine Occupational Outlook Handbook.	
	4. Film: "Foundations for Occupational Planning" Series of 5 captioned filmstrips.	

SELF

Grades 7-9
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 83 - Develop an understanding that personal and social needs may be met through work.

Behavioral Objective: a) Given an awareness of the principles of self-fulfillment and social needs, the student will identify possibilities of satisfying these through work activities.

Curriculum Considerations: 8th Grade C.E.S.

Resources	Activities	Evaluation
Filmstrips: "Jobs for High School Students" FS/C 29	1. Introduce and discuss the principles of self-fulfillment and social needs.	Teacher evaluation of the student's understanding of principles.
"If You're Not Going To College" Part 1 FS/C 33	2. List reasons for student having jobs, and the needs these fulfill.	Teacher evaluation of student's ability to relate these principles to their occupational preference.
"Preparing for the World of Work" FS/C 31 (L.T.I. Career Information Center)	3. Student will relate future occupational choices and the self-fulfillment and social needs they accomplish.	
"Understanding Self" (Popular Science)		Teacher evaluation of student reasons.

SELF

Grades 7-9
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 84 - Develop the awareness that work experiences are valuable.

Behavioral Objective: a) Given an insight and an opportunity to investigate the benefits of cooperative work-study programs, the student will comprehend that these work experience programs can have important exploratory values.
b) Given an awareness that value is a relative and multifaceted concept and transferring this awareness to everyday life situations, the student will identify a variety of values provided by work experience.

Curriculum Considerations: 8th Grade C.E.U., 9th Grade Civics.

Resources	Activities	Evaluation
Filmstrip: "Jobs for High School Students" Part 1 (FS/C 29) (L.T.I. Career Information Center)	8th GRADE Career Exploration Unit 1. Discuss what "Value" means and how this applies to the student.	Teacher evaluates student's role playing and how effective student's presentation was.
High School workstudy director		Student evaluation of work-study program.
Work Experience Kit (Science Research Associates)	2. Students will role play to show how work experiences can be occupational reality testing.	Teacher evaluates student's list. Peer evaluation of defense.
	3. Guest speaker on workstudy program.	
	4. Students use WEK from Science Research Associates.	
	9th GRADE Civics 1. Define priorities.	

WORK WORLD Grades 7-9 Factors: Individual Psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 115 - Understand that a person's life style will be affected by his career choice.
116 - Understand that people work for different rewards such as monetary, personal satisfaction or recognition.

Behavioral Objective: a) Given a background and understanding of the quantity versus quality ideas in terms of life, the student will integrate into their career orientated planning the idea that life style and career choice affect one another.

Curriculum Considerations: 7th Grade Latin American Geography, 8th Grade C.E.U.

Resources	Activities	Evaluation
Advertising	7th GRADE Latin American Geography "Buzz" Group Activities	Teacher and peer evaluation.
Library	1. Discuss life style of Andean Indians.	Teacher will evaluate student's list and essay.
Psychiatrist from area		
Psychiatric Social Worker		
Social Worker	2. List values of Andean Indians.	
WHA Radio Series "New World-New Lives"		
	3. Appraise values and life style of Andean Indians.	
	4. Note occupations of Andean Indians and how they are limited by life style.	
	8th GRADE Career Exploration Unit 1. Bring in samples of advertising and discuss how advertising molds people's lives and thinking.	
	2. The student will list the life style he desires in his future.	

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 87 - Understanding of the necessity for obtaining employability skills.

Behavioral Objective: a) The student will be able to infer that various skills are needed for employability.

Curriculum Considerations: 7th Grade Latin American History, 8th Grade U.S. History, 8th Grade C.E.U., 9th Grade World History.

Resources	Activities	Evaluation
Teacher	7th GRADE Latin American History 1. Discuss situation of Mexican farmers who move to the cities. Discuss problems caused by lack of employability skills.	Teacher evaluation with objective test.
Civil Service representative		
Postal Service representative		Teacher and guest evaluation of list and paragraph.
Films: "Job Finding" set (CFS/8) (L.T.I. Career Information Center)	2. Program "The House of the People" from "New World, New Lives" series.	
"Skills That Pay Off" (CFS/8) (L.T.I. Career Information Center)		
WHA Radio Series "New World, New Lives"	3. Discuss the rates of Chileans who have left farms to live in cities seeking more money and good jobs yet cannot obtain jobs because of lack of skills.	
Filmstrip: "The Rise of Industrial America" (FS/C 85)		
	8th GRADE U.S. History 1. Skits - Purpose: show the move from farms to cities. (U.S. depression)	
	2. Show filmstrips.	

Resources	Activities	Evaluation
	8th GRADE C.E.U. 1. Define the term employability skill.	
	2. Ask Civil Service representative to visit class and explain levels of employment.	
	3. List the different kinds of skill necessary for various levels of occupations.	
	4. Film "Skills That Pay Off."	
	5. Write a paragraph on "What Skills Would Make You More Employable?"	
	9th GRADE World History 1. Explain the trend of urbanization.	
	2. Map of urban and rural countries (their trends).	

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 88 - Understand success and upward mobility in many occupations requires continuous learning.

Behavioral Objective: a) The student will be able to discern that to achieve advancement in occupation, additional learning may be necessary.

Curriculum Considerations: 8th Grade Career Exploration Unit.

Resources	Activities	Evaluation
Occupational Handbook	1. Examine a profession and see what requirements are needed to increase achievement.	From the activities discern learning advancement.
Teacher		
Peer group		
Resource people	2. Discuss auto mechanics trade, or beautician, and what additional training might be required and show film.	
Film: "Auto Mechanics Technicians" (Ford Motor Company)		
Kit: "Widening Occupational Roles" (Science Research Associates)	3. Discuss the various ways of learning: education, films, workshops, self-reading to improve in an occupation.	
	4. Discuss various kinds of success from increased learning.	
	5. Film, "Auto Mechanics and Technicians."	

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 89 - Realize the value of general education as a necessary foundation for future specialized training.

Behavioral Objective: a) The student will discover that general education leads to future specialized training.

Curriculum Considerations: 8th Grade Career Exploration Unit.

Resources

Filmstrips and cassettes:
"High School Selection and Your Career" (Guidance Associates)

"Your First Year in High School." (Guidance Associates)

"Your Personality: The You Othérs Know." (FS/C 23) (L.T.I. Career Information Center)

Kohler Company Personnel Director

T.V. monitor filmstrip console projector (Guidance Associates)

Activities

1. List general courses that are prerequisites for high school courses.
2. Discussion of what general personal qualities learned in general education are necessary.
3. Discuss what basic fundamentals learned in general education are prerequisites for specialized training.
4. "High School Course Selection and Your Career." (2 filmstrips and cassettes)
5. Filmstrip, "Your Personality: The You Others Know." (2 filmstrips and cassettes)
6. Write a paper on what personal and learned qualities are needed for success.

Evaluation

Teacher evaluation from the written paper.

WORK WORLD

Grades 7-9
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 117 - Understand that entry into an occupation depends upon one's training/educational background.

Behavioral Objective: a) The student will be able to identify the training and educational background required to enter a given occupation.

Curriculum Considerations: 7th Grade Latin American Geography, 8th Grade Career Exploration Unit.

Resources	Activities	Evaluation
Occupational Handbook Kit: "Occupational Exploration Kit" (Science Research Associates)	7th GRADE Latin American Geography 1. Discuss situation of Mexican farmers who move to the cities. Discuss problems caused by lack of employability skills.	Teacher and Peer evaluation.
Career Education Directory	2. Program "The House of the People" from "New World, New Lives" series.	
"Wisconsin Deck of Career Information" (L.T.I. Career Information Center)		
WHA Radio Series "New World, New LIves"	3. Discuss the rates of Chileans who have left farms to live in cities seeking more money and good jobs yet cannot obtain jobs because of lack of skills.	
	8th GRADE Career Exploration Unit 1. Using the Occupational Handbook, identify the training and education required in various occupations.	
	2. S.R.A. Kit of careers.	

Resources	Activities	Evaluation
	3. Examine Career Education Directory (V.T.A.E. Board)	
	4. Microfilm "Wisconsin Deck of Career Information."	
	5. Use newspaper want ads.	
	6. Give students a list of occupations--choose one and research training and education required. Give orally in class.	

WORK WORLD — Grades 7-9 To be emphasized — Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 118 - Understand that an increasing number of occupations require additional training and/or education, for initial entry and/or promotion.

Behavioral Objective: a) The student will be able to compare occupational requirements and how they have changed in the last ten years.

Curriculum Considerations: 7th Grade Latin American and Canadian Geography, 8th Grade U.S. History, 8th Grade C.E.U.

Resources	Activities	Evaluation
WHA Radio Series "New World, New Lives"	7th GRADE Latin American and Canadian Geography 1. Compare urbanization of Canada and lack of urbanization in Latin America.	Teacher evaluation from student participation in discussion.
Occupational Outlook Handbook		
Resource people in the community		Teacher evaluation from student participation in discussion.
Kit: "Widening Occupational Roles" (Science Research Associates)	2. Appraise the educational system in Mexico with its emphasis on vocational training.	
		Teacher and peer evaluation of panel discussion.
Filmstrips and cassettes: "Preparing for the Jobs of the 70's" (Guidance Associates)	8th GRADE U.S. History 1. Reconstruct the trends of urbanization in the last 40 years.	
Career Opportunities (New York Life Insurance Co.)		
	Career Exploration Unit 1. Interview community occupations and check how requirements have changed. (Ex. barber, beautician, factory req. of high school diploma.)	
	2. Widening Occupational Roles Kit--S.R.A. filmstrips.	

WORK WORLD
Grades 7-9
To be emphasized
Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 119 - Understand that some occupations/careers are influenced by licensing requirements which dictate education/training needs.

Behavioral Objective: a) The student will be able to distinguish occupations that require licenses which dictate education/training needs.

Curriculum Considerations: 8th Grade Career Exploration Unit.

Resources	Activities	Evaluations
Teacher	1. List offices or places of businesses where you have seen licenses posted.	From the activities.
Peer Group		
Vocational Interview Cassettes (TC 1) (L.T.I. Career Information Center)	2. List occupations that require no training nor license.	
Occupational Outlook Handbook		
L. T. I. Career Counselor	3. Give students a list of occupations and determine why they would need licenses.	

WORK WORLD

Grades 7-9
To be emphasized

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 120 - Recognize that conditions created by organized groups and institutions affect the world of work. 1)Supply and demand; 2) Physical facilities; 3) Federal, state and local legislation.

Behavioral Objective: a) The student will be able to relate the effect of groups and institutions on the world of work: 1) Supply and Demand; 2) Physical facilities; 3) Federal, state and local legislation.

Curriculum Considerations:
7th Latin American History
8th U. S. History
8th C. E. U.

Resources	Activities	Evaluations
Teacher	8th Grade Career Exploration Unit	
Peer Group		
Community	1. Have students identify organized groups and institutions a) Check with parents. b) Check newspapers.	
Magazines		
Newspaper		Given a career, the student will be able to list changes caused by group pressure.
Filmstrips: Job Finding Set "Civil Service Jobs" (CFS 8) "The Rise of Industrial America" (FS/C-85)	2. Discuss how these groups affect supply and demand.	
"The Rise of Organized Labor" (L.T.I.) Career Information Center	3. Discuss how these groups affect physical facilities.	
"The Classroom Revolution" (Guidance Associates)	4. Discuss legislation brought about by organized groups and institutions.	
Government pamphlets		
Trade journals		
8th U. S. History	5. Show filmstrips, "Civil Service Jobs" and "The Classroom Revolution."	
7th Latin American History (Mexico)		
	6. Trace the History of Labor Unions through the activities of	

SELF

Grades 7-9
To be emphasized

Concept: VII - Individuals differ in their interests, abilities and values.

General Objective: 85 - Understand why each individual is unique.

Behavioral Objective: a) Given sufficient background in the psychological factors which explain why individuals differ, the student will recognize and evaluate the basic premise of the uniqueness of the individual.

Curriculum Considerations: 7th Latin American Geog.
8th U. S. Hist. C.E.U.

Resources	Activities	Evaluations
7th Latin American Geog. WHA Radio Series "New World - New Lives" Filmstrip "Dare to be Different" Guidance Associates	7th Latin American Geog. 1. Have students construct a stereotype of a Latin American's teacher, "Fuzz," Hippy, etc. Then identify the faulty conclusions of stereotypes.	Evaluation from student participation in discussion. Teacher evaluation of student's lists. Evaluate book report.
Library		
Filmstrips: "Your Personality: The You Others Know." (FS/c 23) (L.T.I. Career Information Center)	2. View filmstrip "Dare to be Different" Discussion of Conformity.	
"Getting to Know Me" (FS/c 79) "Gossip" (Popular Science Company)	8th U. S. History & C.E.U. 1. Student will compile a list of how they differ from others in interests, attitudes, Etc., (class, family, Etc.)	
Section of science book dealing with gentics		
	2. The student will choose a biography or autobiography of a person he admires, read it and report in some form the differences in that person that made him unique and helped him succeed.	

CAREER PLANNING

Grades 7-9 Factors: Information Gathering
To be developed

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 90 - Develop Occupational Research skills.

Behaviorial Objective: a) Given Materials, the student will be able to find information concerning his career choice.

Curriculum Considerations: Eighth C.E.U.

Resources	Activities	Evaluation
Teacher Counselor Librarian Employment Personnel	1. Give the student a simple outline and have him fill in the information regarding the occupation.	Completion of the outline. Students decide if questions and answers were appropriate also recommendations.
Kits: Work Experience Kit Job Experience Kit Occupational Exploration Kit (Science Research Associates)	2. Visit the counselor.	Teacher evaluation of completed list.
	3. Visit the library.	
Transparencies: "Guide to Finding a Job" (Valient I.M.C.) (L.T.I. Career Information Center).	4. Examine the Multi-Media resources.	
"How to Investigate Vocations" (Coronet)	5. Visit the Employment Office.	
WISC Deck of Career Information (L.T.I. Career Information Center)		
	6. Use the S.R.A. Kits.	
	7. Use Wisconsin Deck of Career Information.	
	8. Reconstruct a mock Application for a job.	

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be developed

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 91 - Demonstrate a knowledge of employment trands.

Behavioral Objective: a) After research, the student will be able to appraise the future trends of a given occupation.

Curriculum Considerations: 7th Latin American Geography
8th Career Exploration Unit

Resources	Activities	Evaluations
7th Latin American Geography	8th Career Exploration Unit 1. Filmstrip "Preparing for the Jobs of the 70's.	Observation of student attitudes and interest.
Filmstrip: "Preparing for the Jobs of the 70's" (L.T.I. Career Information Center)		Teacher evaluation of student application of w/p stated in activity 1.
State Employment Counselor	2. Time Magazine -- May 24 1971 -- "Graduates and Jobs" Use graph and statistics.	Teacher evaluation of paper.
Occupational Outlook Quarterly (U.S. Superintendent of Documents)	7th Latin American Geography 1. Have students state a rule about supply and demand after studying production of mahogony, bananas, coffee, and automobiles.	
Multi-Media Center		
	2. Plot on a graph the production trends of the above products.	
	3. Students write paper on selected product identifying the counselor for the fluctuations in the production of that product.	
	4. Project future production and related employment trends.	

WORK WORLD Grades 7-9 Factors: Social-Economic-Political
To be developed

Concept VIII - Occupational supply and demand has an impact on career planning.

General Objective : 122 - Understand those factors which stimulate or retard job opportunities: 1) government, 2) seasonal work, 3) economic cycles, 4) changing sex roles.

Behavioral Objective: a) Given an occupation, the student will be able to list how government, seasonal work, economic cycles, and changing sex roles will stimulate or retard the occupation.

Curriculum Considerations: 7th Canadian Geography
8th U. S. History
8th C.E.U.

Resources	Activities	Evaluations
7th Canadian Geography Film "Arctic Border Lands" (Mead Public Library) 8th U.S. History Newspaper Teacher Peer Group Occupational Outlook Handbook	8TH CAREER EXPLORATION UNIT 1. Clip newspaper articles about government action that affects employment. 2. List jobs available in your community in the summertime, and not available in winter time. 8TH U.S. HISTORY 1. Have small group demonstrate the effects of climate in the far north of Canada on the employment opportunities. 2. Students give other examples of other factors that stimulate or retard job opportunities. 3. List occupations that women are now active in that they were not active in years back. 4. List occupations which men now have entered that formerly they did not.	From the activities, identify factors. Teacher evaluation from list. Teacher and peer evaluation of examples.

WORK WORLD

Grades 7-9 Factors: Social-Economic-Political
To be Developed

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 123 - Understand that the supply of workers is a product of training and preparation and that demand is a product of need.

Behavioral Objective: a) The student will be able to define supply and demand.

Curriculum Considerations:
7th Latin American Geography
8th U.S. History
8th Career Exploration Unit

Resources	Activities	Evaluations
7th Latin American Geography	7TH LATIN AMERICAN GEOGRAPHY 1. See Concept VIII General Objective 91	From Activity 5.
8th U.S. History		
8th Career Exploration Unit		
Occupational Outlook Handbook	8TH U.S. HISTORY 1. Example of Supply and Demand relating to students' commerical world (cotton of yesterday to bicycles today).	
Teacher		
Peer group		
Filmstrip: "Supply and Demand" (McGraw-Hill)	8TH CAREER EXPLORATION UNIT 1. Take an occupation from each area: Professional, skilled, semi-skilled, unskilled. Divide into four groups and research the training and preparation of each.	
	2. List the various kinds of institutions that train people.	

WORK WORLD — Grades 7-9, To be developed — Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 124 - Recognize the relationships between technological changes and job specialization.

Behavioral Objective: Given the terms technological changes and job specialization the student will be able to define them and relate job specialization to technological change.

Curriculum Considerations: 7th Canadian History
8th Career Exploration Unit

Resources	Activities	Evaluation
Teacher Magazines Newspapers Resource Person	7TH CANADIAN HISTORY 1. Compile Lists of Occupations during various periods of Canadian History, ex. a)Fur trapping and trading, b)Agricultural predominance, and c) present time.	Teacher and peer evaluation of dioramas and diaries. Evaluation from definitions in activity one.
Films: "Making the Things We Need: Division of Labor" (Encyclopedia Britannica) "Careers in the Building Trades." (Coronet Films) "Where the Action is" (L.T.I. Career Info. Center) "Wheels a'Rolling" (L.T.I. Career Info. Center)	2. Students make dioramas of each period in activity one. 3. Students write imaginary diaries of a character in the dioramas noting that character's specific duties.	Evaluation from list in activity 11
Filmstrips: "Preparing for the Jobs of the 70's." "Career Opportunities" Set II (CFS5) "Job Finding" Set II (CFS5) CFS5 --"Automation" CFS8--"Skills That Pay Off" "An Overriew of Technical Education" (FS/C 36)	8TH CAREER EXPLORATION UNIT 1. Define the terms technological changes and job specialization. 2. Prepare a list of technological changes. 3. Film "Where the Action Is."	

Resources	Activities	Evaluations
	4. Examine the building trades industry for changes in building a home, or invite a resource person.	
	5. Films: "Careers in the Building Trades" and "Making the Things We need: Division of Labor."	
	6. Filmstrip: "Preparing for the Jobs of the 70's." "Automation" and "Skills that Pay Off."	
	7. Close discussion showing specialization in various areas.	
	8. Invite a builder to talk about various people needed in construction of a project.	
	9. Bring newspaper want ads to examine specialized jobs open.	
	10. Lakeshore Technical Institute speaker on trade and industry.	
	11. Using the auto industry, list the technological changes and the related job specialization that developed.	

WORK WORLD

Grades 7-9
To be developed

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 125- Understand that a certain job may be performed in a variety of settings.

Behavioral Ojective: a) Given a certain job, a tudent will be able to describe various setting in which the job may be performed.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Magazines	8TH CAREER EXPLORATION UNIT 1. Discuss a broad occupation like an "engineer" and list the various areas in which he might work.	From activity 3.
Filmstrip: FS/R 11 "Your Job: Finding The Right One." (LTI Career Information Center).		
Kit: "Widening Occupational Roles Kit"	2. Filmstrip, "Your Job: Finding the Right One."	
	3. Students select a job and describe the various settings possible for that job.	

WORK WORLD Grades 7-9 Factors: Structure and Nature
To be developed

Concept:IX - Job specialization creates interdependency.

General Objective: 126 - Recognize that business, industrial, or institutional organizations are comprised of workers, who perform tasks which are interrelated.

Behavioral Objective: a) Given information on businesses, industries, and institutions, the student will recognize the dependency of one person or group upon another in producing an end result.

Curriculum Considerations: 7th Latin American Geography
8th U.S. History

Resources	Activities	Evaluations
Library Business leaders, hospital aministrators, doctors, Etc.	7TH LATIN AMERICAN GEOGRAPHY 1. Student role playing. Some students represent subsistence farmers in Mexico, some represent industrialworkers in Mexico D.F., others interview them or how they get products such as food, clothing, housing.	Teacher will competively evaluate each groups end product of assembly line.
FS/C 85 "The Rise of Industrial America", "Opening the Great West", The Industrialization of the U.S." "The Rise of Organization" The Farmers Discontent" and "The Populist Movement"		Given an end result or product, the student will be able to trace back through its evolution including all processes and people involved. Teacher observation.
Vocational Rehabilitation Center at Stout State	8TH U.S. HISTORY 1. Obtain information on early mass production (Key person Henry Ford).	
Wisconsin State Department of Vocational Rehabilitation.		
American Association for Mental Health	2. Comparison report of Ford's ideas and today's auto industry.	
Veterans Administration	3. Have students produce something in assembly line (maple syrup, paper flowers, Etc.).	
	4. Speakers on mass production.	

Resources	Activities	Evaluations
	5. Field trip to modern factory, hospital, and/or business.	
	6. Using career of his choice, student will discover job opportunities for hypothetical disabilities.	
	7. Student will complete list of physical requirements for career of choice.	
	8. Visit to a vocational rehabilitation center OR visit to factory which hires the handicapped.	
	9. Filmstrip Series "The Rise of Industrial America."	

SELF

Grades 7-9
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 80 - Understand that ever changing individual and environmental factors, acting separately or together, influence one's career development.

Behavioral Objective: a) Student will identify environmental and physical factors present that influence career choice.
b) Student will, after sufficient introduction and development, be able to explain reasons for their fluctuations of job preferences in a given period of time. (i.e. peer group association, job status, money, education, Etc.)
c) Student will be able to accept by example of famous people, Etc., the idea that change is inevitable and that career change does not mean failure, and that evolution is necessary for the individual to know with any certainty what career he belongs in.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Guidance Series Booklets (Science Research Associates) University of Wisconsin Extension Service Booklet: "Understand Your Teenager"	1. Students will research social, and physical aspects of the typical junior high student and how the environment may affect the social, physical, and career aspects of his life.	Students' knowledge of social, physical, and environmental factors derived from teacher-small group discussion.
Teacher developed questionnaire	2. Questionnaire for student's self-analysis of the physical and environmental factors affecting most recent career changes.	Teacher evaluates student's questionnaire.
Library	3. Read biographies and/or interview people who have changed positions to determine why they did so and if it was helpful or detrimental.	Teacher will evaluate student's report on biographies for understanding of importance of physical and environmental factors in career choice.

CAREER PLANNING — Grades 7-9 — To be developed — Factors: Family, Peers and Community.

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 92 - Understand the influence on one's parents on career planning.

Behavioral Objective: a) Realizing that directive parental influence is usually ineffective past age ten, we feel that identification and association are the strongest parental influences from this age level on. Therefore, having explained identification and association, the student will be able to appraise parental influence in career choice.

Curriculum Considerations: 8th U.S. History

Resources	Activities	Evaluation
Library Film: "Unfinished Stories" (Doubleday and Company, Incorporated)	1. Define identification and association.	Through discussion, teacher will evaluate student's understanding of identification and association.
Prevocational Series Booklets (Delmar Publishers) Arco-Rosen Career Series Booklets (Arco Publishing Company)	2. History of how parents used to influence child's career choice. (Germanic names indicated person's occupation, i.e., Schumacher-Shoemaker. Child labor, indentured servant and apprentices.	Short objective on history of parental influence. The teacher evaluates the student's comparison.
	3. Student comparison of these two influences his own situation.	

CAREER PLANNING Grades 7-9 Factors: Family, Peers, and Community
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 94 - Aware of the influence that communities have in their assessment of certain occupations on one's career planning.

Behavioral Objective: a) Given examples by the teacher of how communities actually can assess certain occupations, student will be able to relate this to their own community situation.

Curriculum Considerations: 7th Geography

Resources	Activities	Evaluations
Wisconsin Employment Service	1. Introduction by Chamber of Commerce speaker, man from Employment Service and/or teacher.	Teacher will evaluate student's list.
Chamber of Commerce		Teacher will evaluate essay.
Slide-tape presentations of Kohler Company and other area industries (L.T.I. Career Information Center)	2. Students will list five biggest industries in order of importance.	
	3. Make up a mythological city comprised of businesses, industries, and professions that contrast your own. Then have students compile a poll of this mythical city.	
	4. Student will write an essay on the influence of community on certain occupations and how this relates to his own career choice.	

WORK WORLD | Grades 7-9 | Factors: Individual Psychological
To be developed

Concept X - Environment and individuals potential interact to influence career development.

General Objective: 128 - Understand that personality is an important factor in securing and holding a job.

Behavioral Objective: a) Through various presentations and background materials, the student will evaluate socially desirable and acceptable personality trails and will relate them to job security and longevity.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Films: FS/C 23 "Your Personality: The You Others Know."	1. Show Filmstrips	Evaluation of discussion Evaluation of matching of personality and career choice
"Choosing Your Career" (FS/C 34) (L.T.I. Career Information Center)	2. Discussion based on guide of Part A	Evaluation of personality traits list
Film: "Your Job: Finding the Right One." (Coronet Films)	3. Film "Your Job: Finding the Right One."	
Occupational Outlook Handbook	4. List personality traits you think you will need in a career.	
D.O.T.	5. Investigate a particular career of interest to find out if your personality fits the career choice.	
Films: FS/C 32 "Getting and Keeping your First Job" (L.T.I. Career Information Center)	6. Films	
"Getting and Keeping a Job"(Popular Science) "Jobs and Their Environments on the Job." (McGraw-Hill Films)	7. Compile a list of general personality traits needed to obtain and hold a job.	

SELF

Grades 7-9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 81 - Develop an understanding of one's own life style.

Behavioral Objective: a) A student will be able to identify the characteristics of his life style.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Self analysis check test	1. Define and compare life styles.	Student's evaluation of himself.
Peer group		
Booklet: "Quest." (Bruce Publishing Company)	2. Discussion to determine the factors that shape one's life style.	
Film: "Finding Your Life Work" (Plan and Prep. Education and Training Films)	3. Class discussion to determine if one can alter his life style.	
	4. Use a self analysis check list to examine self.	
Filmstrips and Cassettes: "Liking Your Job and Your Life" (Guidance Associates)	5. Class discussion on social quest, personal quest, and vocational quest.	
	6. Class discussion on your life work.	

SELF

Grades 7-9
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 32 - Develop an understanding that occupation choice affects an individual life style.

Behavioral Objective: a) Given an occupation a student will be able to describe the effect of occupation on any life style.

Curriculum Consideration: 8th Career Exploration Unit

Resources	Activities	Evaluations
Questionnaire for structured interview	1. Interview a worker to get the description of a typical work day and what type of recreation.	Choose an occupation and show the effect on the student's life style.
Filmstrips: "Where Will You Live and Work?" (L.T.I. Career Infomation Center) "The Meaning of Work." (L.T.I. Career Infomation Center)	2. Make a survey and structured interview of several people in the same occupation and compare their life styles.	Students should be able to identify the comparison between life styles and occupation.
	3. Provide the student with a structured occupation and have him describe how he would live it.	
	4. Filmstrip-"Where Will You Live and Work?"	
	5. Filmstrip-"The Meaning of Work."	

WORK WORLD Grades 7-9 Factors: Individual Psychological ( )
To be developed Social-Economic-Political ( )

Concept : XI - Occupations and life styles are interrelated.

General Objective: 130 and 134 - Understand that some individuals are attracted to careers because of observed life styles of certain workers.

Behavioral Objective: a) The student will discover that some individuals are attracted to careers because of observed life styles of certain workers.

Curriculum Considerations: 7th Latin American History, 8th Career Exploration Unit

Resources	Activities	Evaluations
WHA Radio Series "New World-New Lives" Teacher Peer Group	7TH LATIN AMERICAN HISTORY 1. Students conclude from "New World-New Lives" series that when people imagine a better life they become willing to work or fight for it.	Evaluation from activities From Reports
List of careers--D.O.T. Booklets Occupational Outlook Handbook Film: "The Industrial Worker" (Encyclopedia Britannica)	2. Students indicate in reports on various revolutions how imagining a better lifestyle has led to revolutions in Latin America (Political, Industrial, Social).	
Filmstrips: "Liking Your Job and Your Life." (Guidance Associates)	8TH CAREER EXPLORATION UNIT 1. Have the class list careers that sound attractive. 2. Class disucssion to discover that a life style may be different in reality from what it appears. 3. Give a list of careers and have students put down a person it makes him think of. 4. Films and filmstrips.	

WORK WORLD Grades 7-9 Factors: Social-Economic-Political
To be developed

Concept: XI - Occupations and life styles are interrelated.

General Objective: 132 - Recognize that certain occupations encourage certain social expectations.

Behavioral Objective: a) Given an occupation, the student will be able to point out the social expectations associated with the occupation.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluation
Teacher Peer group	1. List various social activities associated with the following occupations: a) Salesman b) Barber c) Bartender d) Politician e) Businessman f) Beautician g) Executive Secretary 2. Give 20 varied occupations. List them in prestige order.	Activity will be the evaluation.

CAREER PLANNING   Grades 7-9   Factors: Information Gathering ( )
To be developed   Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 95 - Understand that there are many occupations which have similar performance patterns.

98 - Understand that new skills may be developed at any time during a person's working life.

Behavioral Objective: a) Given information on family or clusters of jobs, the student will be able to identify that these related occupations require similar performance activities.

Curriculum Considerations: 8th Career Education Unit

Resources	Activities	Evaluations
Film: FS/C 34 "Choosing Your Career" Part 1 (L.T.I. Career Information Cneter)	1. View filmstrip and introduce idea of jobs with similar performance pattern.	Teacher evaluation of student discussion of filmstrip and introduction.
Dictionary of occupational titles	2. Student will select a particular occupation and find as many applications of the skills of that occupation as possible.	Teacher evaluates student's list of related jobs.
Occupational Outlook Handbook		
Booklets from J.S. Bureau of Labor Statistics	3. Student will expand on different applications of skills of his career choice.	
Films: FS/C 31 "Preparing for the World of Work" (L.T.I. Career Information Center)	4. Students list part time jobs that are available for 8th graders.	
"Planning Your Career" (Encyclopedia Britannica)	5. Have students pick 3 students and list the skills they think the student posesses and compare the classmates list with the self-made list.	
NEWIST films on occupations		

CAREER PLANNING

Grades 7-9
To be developed

Factors: Training and Education

Concept XIII - Career development requires a continuous and sequential series of choices.

General Objective: 99 - Understand the need for careful planning of the high school program in light of tentative career plans.

Behavioral Objective: a) Having selected a tentative career, the student will be able to plan a high school program.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Counselors	1. Investigate high school curriculums.	Select a career and plan the high school program appropriate.
High school curriculum programs		
Guidance Associates	2. Teacher or counselor layout several programs.	
Career Education Directory (Wisconsin Board of V.T.A.E)		
Films: "You Can Go a Long Way!" "Planning Your Career" (Encyclopedia Britannica)	3. Films	
"Adults in a Hurry" (Jim Handy Organization)	4. Filmstrips	
"Listen Listen" (Ford) (CESA #9)		
Filmstrips and Cassettes: "High School Course Selection and Your Career" "Dropping out: Road to Nowhere." (Guidance Associates)		
Kit: Occupational Exploratory Kit Grades 9-12 (Science Research Associates)		
Equipment: Guidance Associate Previewer. TV-Monitor Filmstrip Console Projector (Cassette version CP-4)		

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be developed

Concept XIII - Career development requires a continuous and sequential series of choices.

General Objective 101 - Realize that occupational information comes from many sources within and outside the school setting.

Behavioral Objective: a) Given an occupation, the student will be able to list sources of information about the occupation.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluation
Local public library	1. Write a letter to a college, school, or industry for information.	From student participation activities.
School library		
School guidance counselor		
Colleges and technical institutes	2. Library visit for resource information.	
Local or nearby Chamber of Commerce or local industries		
Parents	3. Counselor visit for information.	
Wisconsin Employment Service		
	4. Visit local industry.	
	5. Visit or call Chamber of Commerce.	
	6. Talk with parents or adult.	
	7. Call or visit Wisconsin Employment Service.	
	8. Visit to Technical Institute	

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be developed

Concept XIII - Career development requires a continuous and sequential series of choices.

General Objective: 103 - Gain a knowledge of the components of the decision making process.

Behavioral Objective: a) The student will be able to define the components of the decision making process.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Teacher	1. Problem solving exercies.	Observation of student's decision making rational.
Peer Group		
Filmstrips: "Learning to Make Decisions" (Society for Visual Education)	2. Define and list the various components in decision making.	
CFS 2 -Series of 5 captioned filmstrips -- Foundations For Occupational Planning "Who Are You?" "What Do You Like to Do?" "What is a Job?" "What Are Job Families?" "What Good Is School?"	3. Sound filmstrip "Learning to Make Decisions."	
"Vocational Decisions" (L.T.I. Career Information Center) "A Job that Goes Someplace" (Guidance Associates)	4. CFS 2 - Foundations for Occupational Planning. Series of 5 captioned filmstrips: "Who Are You?" "What Do You Like to Do?" "What is a Job?" "What Are job Families?" "What Good is School?"	
Booklet: "Problem Solving to Improve Classroom Learning" (Science Research Associates)	5. "Problem solving to Improve Classroom Learning."	
	6. Two filmstrips: "A Job That Goes Someplace."	
	7. Filmstrip: "Vocational Decisions."	

WORK WORLD   Grades 7-9   Factors: Social, Economic, Political
To be developed

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 135 - Understand the influences exerted upon the nature and structure of work by a) laws, b) labor-management, c) professional associations, d) Licensing requirements in society.

Behavioral Objective: a) Given an occupation, the student will be able to determine what regulations affect that occupation such as: laws, unions, professional associations or licensing.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Work Permit	1. Study the work permit.	From activities
Employment Office Personnel		
Occupational Handbook Kit (Science Research Associates)	2. Discuss child labor laws	
Films: "The Rise of Labor" (Encyclopedia Brittanica)	3. Discuss laws in general regulating people and industry.	
"The Growth of Big Business in America" "The Labor Movement: Beginnings and Growth in America." (Coronet Films)	4. Discuss with parent of adult how union affects their occupation.	
	5. List a profession and list with it the association you would belong to.	
A Handy Reference Guide for the Employment of Minors (Wisconsin Employment Service)	6. List reasons why licensing is necessary--divide into groups and make lists.	
Filmstrip: "The Rise of Industrial America" FS/C 85		

Resources	Activities	Evaluations
	7. Give the student an occupation and have him list the laws, labor Management, associations, or licensing might affect that one occupation.	
	8. Write a one page resume' on the film "Rise of Labor."	
	9. Occupational Exploration Kit.	
	10. Film, "The Rise of Labor."	
	11. Film, "The Growth of Big Business in America."	
	12. Film, "The Labor Movement: Beginnings and Growth in America."	

CAREER PLANNING Grades 7-9 Factors: Information Gathering
To be introduced

Concept: XV - Individuals are responsible for their career planning.

General Objective: 206 - Base his career plans on accurate and pertinent information.

Behavioral Objective: **a**) Provided with the proper resources, the student will be able to locate accurate and pertinent career information.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Librarian Counselor	1. Acquaintance with library or guidance office sources to locate information.	Evaluation from activity
Kits: "Widening Occupational Roles" (Science Research Associates)	2. Provide the student with an outline or procedure for career information gathering.	
"Occupational Exploration" (Science Research Associates) (L.T.I. Career Information Center)	3. Name at least five different sources of career information.	
"Career Exploration Through Self-Involvement" "Junior Sextant Series" (Sextant)		
"Careers in Depth Series" (L.T.I. Career Information Center)		

CAREER PLANNING
Grades 7-9
To be introduced
Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 207 - Understand the relationship between the high school courses and activities and the world of work.

Behavioral Objective: a) Given the high school curriculum, the student will be able to prepare a high school program according to his area of career interest.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Resume' of high school courses offered.	1. Film, "Listen, Listen"	Activity is the evaluation.
Film: "Listen, Listen" (Ford Motor Company)	2. Debate: "School is necessary for tomorrow's Job."	
Peer group		
Filmstrip and cassette: "High School Courses Selection and Your Career" (Guidance Associates)	3. Filmstrip and Cassette: "High School Course Selection and Your Career.	

CAREER PLANNING
Grades 7-9
To be introduced
Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 208 - Understand relationship between regular attendance, good work habits, good behavior, initiative, perserverance, industriousness, and positive attitudes in school and employability.

Behavioral Objective: a) Given a particular work situation, the student will be able to recognize logical fallacies in reasoning used in shcools which would not be acceptable.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Principal to discuss Junior High System	1. Teacher overview of contrast between self-contained and departmentalized classes.	Evaluation of short explanation of the Junior High System.
Booklets from Employment Service, concerning traits employers look for in employees.	2. Principal discussed the Junior High System.	Evaluation of list of acceptable school and work attitudes.
Films: "Am I Trustworthy" "Am I Dependable" "Your Job--Good Work Habits" (Coronet Films)	3. Suggested movies.	Evaluation of student suggestions in rap sessions.
Filmstrip: " Your High School Record Is Important." (Popular Science Company)	4. Given a list of school reasons for poor attendance, poor work habits, poor initiative, Etc., the student will defend or refute on the basis of acceptability by employees.	
Booklets: Guidance Series "Your Personality and Your Job" "School Subjects and Jobs." (Science Research Associates)	5. Rap session. Disucss how we (students and teacher) could help other students who bring in poor reasons, so they won't be hampered in their future jobs.	
Filmstrips: "Making the Most of Your High School Days." "You and Your Part-Time Job" Popular Science Company		

CAREER PLANNING Grades 7-9 Factors: Training and Education
To be introduced

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 104 - Recognize that changing job characteristics require specialized education, preparation and training.

Behavioral Objective: a) Given a general background, the student will be able to list several varied career opportunities.

Curriculum Considerations: 8th Grade SS, but encouraging all other areas to do the same, Career Exploration Unit

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Resources

School Guidance Counselor

Prevocational Series (Delman Publishers)

Arco-Rosen Career Series (Arco Publishing Company)

Charts

Bulletins

Occupational Outlook Handbook

Employment Office

Dictionary of Occupational Titles (D.O.T.)

Chronicle Guidance Service

Local Businessman and Workers

Multi-Media Career Information Center

W.I.S.E.

Mobil Guidance Lab

Speakers' Bureau

Activities

1. Contact Employment Agency to obtain their approval for student visitation

2. Instruct students in use of D.O.T.

3. Define and list areas student is interested in and discuss with teachers.

4. Given a set of skills, student is interested in, go to employment office and use D.O.T. to identify and list possible occupations.

5. Discuss all educational opportunities such as: technical high shcools, apprenticeship, vocational schools, college, etc.

6. Have each student:
-choose an area of interest
-list career opportunities for his area according to different educational levels.

Evaluations

Relate employment office experience to class.

Through objective testing, student will list several careers from each chart and their associated backgrounds.

Through objective test, students will list several different ways to receive career training.

Students' individual charts.

Student's presentation and career training plan.

Resources	Activities	Evaluations
Film: "Planning Your Career" (Encyclopedia Britannica)	7. Have each student take interest test.	
G.A.T.B. Test	8. Through individual conferences, discuss test results with each student.	
	9. Each student will prepare a mult-media presentation with careers and educational levels, in the student's area of interest.	
	10. Write out a temporary career training plan. .	

CAREER PLANNING

Grades 7-9
To be introduced

Factors: Training and Education

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 105 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) Given any occupation, the student will be able to identify various adjustments that are needed to maintain employment.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Parent or adult Professional or resource people.	1. Discuss and list various types of adjustments such as physical, mental, social, Etc.	Give the student five occupations and have him identify the adjustments necessary to maintain employment.
	2. Role play adjustment: a) Baby-sitting b) Paper boy c) Astronaut	
	3. Interview parents or adult to discover adjustments needed to maintain employment.	
	4. Compare the adjustments of professional jobs and manual skills in same area.	
	5. Class chose a job to discuss specific adjustments.	

CAREER PLANNING

Grades 7-9
To be introduced

Factors: Training and Education

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General OBjective: 105 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: b) Given any occupation, the student will be able to list the reasons why adjustments might be necessary to maintain employment.

Curriculum Considerations: 8th Career Exploration Unit

Resources	Activities	Evaluations
Filmstrips" "LOOKING Ahead to a Career" (Occupational Outlook Service)	1. Take three jobs and show the changes over a period of ten years.	Participation in activities.
"Getting and Keeping Your First JOb." (Guidance Associates)	2. List jobs that have become obsolete.	
D.O.T.		
Career Development Service-- (Palmer Publications, Incorporated)	3. List jobs that are new within the last five years.	
	4. Describe automobile changes.	
	5. Write up mass media changes, such as telephone, Etc.	
	6. How has transportation changed?	
	7. List products that are new within the last few years.	

GUIDANCE

Greg Sather	Elementary	Grant, Sheboygan
George Baskfield	Jr. High	Horace Mann, Sheboygan
James Urness	Jr. High	Plymouth
Jerome Trembley	Jr. High	Two Rivers
Ruth Wawirka	Sr. High	Two Rivers
Mary Gentry	Sr. High	North, Sheboygan
Kleo Harris	Sr. High	Plymouth
John Andereck	Sr. High	Plymouth
Werner Finke	Sr. High	Plymouth
Sam Winch	Sr. High	Cedar Grove
* Harvey Williams	Sr. High	North, Sheboygan
Beverly Wallace	Post-Secondary	L.T.I., Manitowoc

* Chairman

> "In the school's effort to help youth make their occupational plans, the emphasis should be on long-range, continuous activity; it should begin early in the school life of the child and should provide a succession of appropriate experiences concomitant with his development. At no point should there be pressure for early choice of a specific occupation: stress should be on helping youth to take the long look ahead. In this process, the young person ought to develop over a period of time a clear idea of his own nature in relation to the world of work. He should be provided with experiences that test his view of himself and should be exposed to resources that help acquaint him with a wide variety of occupational fields. The goal of the counselor is to help the young person regard himself as a developing individual who passes through various stages, to help him think in terms of his vocational development - in terms of a sequence of positions that offers opportunity for satisfying self-expression as well as opportunity to contribute to society."[1]

Career development is one aspect of the total guidance program. Guidance and counseling is the personalized and integrated part of education which serves to provide the design for successful career choices. To implement career concepts, the professional school counselor serves in the capacity of consultant, facilitator, and catalyst within the school--assisting all students, school personnel, parents, and the community.

The counselor will at all educational levels:

1. develop experiences for the student to become aware of himself and understand his self-concept in the relationship to the world of work

2. establish opportunities for the student to be aware of various career possibilities

3. provide a placement process for student needs

ELEMENTARY SCHOOL RATIONALE

Career guidance must facilitate the development of an individual's self. To paraphrase Grell:

> Attitudes toward self are highly important in the development of the future worker. The elementary school pupil can be helped to develop a more desirable attitude toward an understanding of himself. He can learn to accept success as rewarding and failure as a possibility. He can learn to accept his assets and

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[1] Humphreys, J. Anthony; Traxler, Arther E.; North, Robert D.; Guidance Services. Science Research Associates, Inc., Chicago, Illinois. 1967. p. 306.

> liabilities and develop wholesome attitudes toward himself as a worthwhile individual. He can be helped to improve his work habits.[2]

In order for an individual to understand his emerging life style he must begin to recognize the need for continuous self-appraisal in his early formative years.

Since attitudes and values about work are most readily and firmly developed in the formative years, all elementary children need an understanding of the world of work. For a career-development program to be effective, the activities must be fused with the existing curriculum. To quote Dr. Bottoms:

> In performing the career tasks, pupils would apply basic skills in mathematics, social science, and communication. Their activities would be sequential in nature, moving from familiarization with the kinds of occupations found in their immediate home environment to those in the school and in the immediate and broader community. Activities would include participation in minature work experiences, observation of workers, and a range of various experiences selected to represent a cross section of the occupational spectrum.[3]

Through a world of work program, begun in the elementary school, a student is able to build and stock-pile information until it becomes necessary for him to make an occupational choice.

The final aspect of the elementary school career education program is the development of a school placement service. The purpose is to give children the opportunity to learn about the rules of work and to have work experiences before, during, and after school. It is believed that from these experiences the children will develop an understanding of how to fill out job applications and develop a sense of responsibility toward a job. They will also see that there is a relationship between their school life and the world of work. In addition to developing a sense of dignity and worth, the children will be more highly motivated to achieve, improve their behavior, and maintain or improve their attitudes toward work.

Self-Awareness

1. Utilize individual counseling to promote self-understanding.

2. Develop small groups to assist students to answer the question "Who am I?"

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[2] Lewis A. Grell, "How Much Occupational Information in the Elementary School?" The Vocational Guidance Quarterly, IX, No. 1 (Autumn, 1960), pp. 52-53.

[3] "Career Development Education - Kindergarten Through Post-Secondary and Adult Levels," by Dr. Gene Bottoms, Associate, State Director, Division of Vocational Education, Georgia State Department of Education. American Vocational Association Yearbook, 1971. pp. 19, 20.

3. Initiate classroom group discussions, through various media, where students explore their feelings about themselves and their environment.

4. Become involved in group conferences, including the student, with all parties concerned.

5. Administer individual guidance inventories and assist students in understanding the results.

6. Provide planning assistance and materials for teachers to develop classroom programs, that include furthering self-understanding among their students.

7. Provide information to explain to parents and the community the importance of students understanding themselves.

Career Awareness

1. Utilize individual counseling to promote career awareness.

2. Develop small groups to assist students in answering the questions, "What do I want to become?" and "Where am I going?"

3. Initiate classroom discussions where students explore their attitudes toward the world of work.

4. Develop and organize lists of resource speakers and field trips to observe and understand the worker's role in the world of work.

5. Assess students knowledge and understanding of the world of work.

6. Participate in a teacher committee to plan, coordinate, implement, and evaluate use of career awareness materials.

7. Provide information to explain the importance of the role of parents and the community in career awareness.

8. Participate in Career Education Steering Committee.

9. Assist in developing lists of slides, films, books and other career awareness resource materials.

10. Assist in developing "hands-on" program where students utilize tools and materials of the world of work to create a product.

Placement Program

1. Provide individual counseling to students for the purpose of job placement and follow-up.

2. Develop small groups to assist students in answering the question "How do I get there?"

3. Establish a placement office for volunteer jobs within the school setting.

4. Provide opportunity for students to experience applying for a job and a job interview.

JUNIOR HIGH/MIDDLE SCHOOL RATIONALE

Career development is a continuous process. Part of the process is the placement of the student in an occupation. The role of the junior high/middle school in this process is somewhere in the transition from the beginning fantasy stages to the time an occupational choice is made. Career development during these years should assist students to understand themselves in relation to vocational and educational plans and goals, should assist students to acquire a knowledge of the world of work, and should assist students on how to research career areas in regard to vocational and educational plans and goals. While students may be at many different stages of the career development process, all students should develop realistic educational plans in relation to self understanding and their knowledge of the world of work and begin to formulate realistic vocational plans and goals.

Problems of career planning are becoming increasingly more complex as our society becomes increasingly more complex. The part "work" plays in our lives usually is defined differently by various segments of our society, but no matter how the term is interpreted it seems evident that time-wasting, haphazard, trial and error methods of career decision-making must be eliminated. The world of work is changing very rapidly. How individuals are preparing for this change and what they are preparing to do is of great concern. Because times are changing rapidly, skills and specialization are increasingly important in our knowledge based society.

One approach to guidance is the premise that preparation for careers cannot be separated from the development of the "whole" person. If this premise is valid, then counselors must become committed to and involved in the career development process; and career development must become one important aspect of the total guidance program. Education, training, guidance, employment, retraining, placement, and other factors in the development of individuals need to be seen as a connected process, not as isolated tasks performed by separate professions. Counselors need to be a part of this team and play a leadership role in putting this objective into practice. The counselor needs to help evolve a reasonable system to coordinate teaching, guidance, and experience in preparing people for adult life. It seems that career development is a step in this direction.

Self-Awareness

1. Utilize one-to-one counseling to promote self-understanding.

2. Initiate small group sessions to promote identity clarification.

3. Meet with large groups (parents, students) for the purpose of orientation, information, and programming.

4. Assist the student in reviewing the curriculum in relation to his career goals.

5. Arrange conferences to promote articulation of home, school, and community environments.

6. Provide an opportunity for students to develop their self-worth (Youth Tutoring Youth).

7. Provide resources for self-awareness both for individual and classroom use.

8. Administer tests and interpret results to individuals.
(Academic, achievement, interest and apptitude test)

Occupational Awareness

1. Utilize one-to-one counseling to establish tentative career objectives.

2. Initiate small groups to explore career clusters.

3. Meet with large groups for the purpose of orientation, information, and programming.

4. Assist the student in reviewing the curriculum in relation to his career goals.

5. Arrange/coordinate field trips on group or individual basis to observe people in the world of work.

6. Encourage a student to interview a person in the world of work.

7. Establish a file of student informational sources regarding careers.

8. Establish a list of resource speakers.

9. Assist all teachers in career-awareness programs.

10. Administer tests and interpret results to individuals (aptitude, occupational awareness tests).

11. Collect and distribute occupational information to teachers and students.

12. Hold conferences with parents of eighth graders prior to ninth grade registration.

Placement

1. Create opportunities for each student to have a practice interview.

2. Create opportunities for each student to complete an application letter, application form, data sheet, etc.

3. Establish a list of jobs which are available (part- and full-time).

4. Conduct a survey to determine local business needs.

5. Explain placement process and skill level attained by students to various community organizations (Rotary and etc.).

6. Develop listing of personnel to contact in business and industry for field trips and/or classroom presentation.

7. Promote curriculum changes as a result of manpower surveys which indicate numbers of people employed locally for a specific job and numbers of people already trained to perform skill.

8. Provide curriculum suggestions regarding specific skills and job requirements as indicated by representatives and surveys of local business and industry.

9. Prepare students to know how to sell themselves to an employer.

10. Inform student of what the employer will expect from him on the job.

11. Inform student of what he should expect from the employer.

SECONDARY SCHOOL RATIONALE

There is a growing need for educational innovation to prepare our youth for a productive and rewarding life. Technological progress has modified the occupational structure of our economy. It has created a need for a more meaningful educational process.

Career education is the vehicle by which the secondary school can excite, motivate, and stimulate our young people to accept the challenges that await them in the world of work. In continuation of the process begun in the elementary school and further developed in the Junior High/Middle School, the secondary school offers a more specific program in each of the areas presented in this guide.

In the area of self-awareness, the student is expected to acquire a realistic understanding of his self concept. (abilities, aptitudes, goals, ambitions, ideals, strengths, weaknesses, the environment and family, as well as other components of his value system)

In occupational awareness, the student is invited to explore the many facets of curricula now available in his school, as well as, to explore the world of work through personal research and actual work experience. Occupational awareness is the aspect of the total school program that reveals to the student the vast range of occupational choice and helps him to develop attitudes toward the world of work that will enable him to achieve job success.

Career education will enable nearly all persons who complete secondary school to obtain immediate employment or go on to technical school or college. Placement services in the school system will assist every student, especially the student leaving before he completes the 12th grade, to plan the next step in his development. Job entrance will be just as important as college entrance to counselors and teachers. Skill credentials, universally recognized, will be just as valid as the commonly accepted credentials for college entrance.

There will be no "dropouts," only individuals who choose to go to work or to pursue a different kind of education. Entrance and exit requirements will be flexible enough to enable all persons to acquire--at any time they choose--the educational and occupational experiences that meet their needs.[4]

Self-Awareness

1. Utilize one-to-one counseling to promote self-understanding.
2. Initiate small group sessions to promote identity clarification.
3. Meet with large groups (parents, students) for the purpose of orientation, information, and programming.
4. Assist the student in reviewing the curriculum in relation to his career goals.
5. Arrange conferences to promote articulation of home, school, and community environments.
6. Provide an opportunity for students to develop his self-worth (Youth Tutoring Youth)
7. Provide resources for self-awareness both for individual and classroom use.
8. Administer tests and interpret results to individuals (academic achievement, interest, and aptitude tests).
9. Conduct programming conferences (involving parent, teacher, counselor, and student) for the purpose of sequential course selection.

Occupational Awareness

1. Utilize one-to-one counseling to establish more specific career objectives.
2. Initiate small groups to explore careers within a cluster.
3. Meet with large groups for the purpose of orientation, information, and programming.

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[4] Career Education, U.S. Department of Health, Education, and Welfare, DHEW Publication No. (OE) 72-39.

4. Assist the student in reviewing the curriculum in relation to his career goals.

5. Arrange/coordinate field trips on group or individual basis to observe people in the world of work.

6. Encourage each student to interview a person in the world of work.

7. Establish a file of student informational sources regarding careers.

8. Establish a list of resource speakers.

9. Assist all teachers in career-awareness programs.

10. Administer tests and interpret results to individuals (aptitude and occupational-awareness tests).

11. Collect and distribute occupational information to teachers and students.

12. Conduct programming conferences (involving parent, teacher, counselor, and student) for the purpose of sequential course selection.

13. Participate in "Job Opportunity Day" for the purpose of exposing seniors to local employment opportunities.

14. Develop cooperative education which is that part of a comprehensive high school program which provides in-school and/or on the job education commensurate with the student's career objective (Distributive Ed., Business Ed., and Trades and Industry).

15. Arrange for students to meet with business, industry, college and technical school representatives.

16. Organize school schedule for the "Career Day" (sponsored by a service club or the school).

Placement Process

1. Create opportunities for each student to have a practice interview.

2. Create opportunities for each student to complete an application letter, application form, data sheet, etc.

3. Establish a list of jobs which are available (part- and full-time).

4. Contact personnel managers regarding employment opportunities.

5. Establish a list of personnel managers and telephone numbers for student use in arranging job interviews.

6. Have information available regarding various placement agencies such as state employment service--procedures, cost, service.

7. Encourage and assist vocational coordinators in placement of graduates.

8. Conduct a survey to determine local business needs.

9. Explain placement process and skill level possessed by students to various community organizations.

10. Develop listing of personnel to contact in business and industry for field trips and/or classroom presentations.

11. Prepare students to use placement agencies and resources.

12. Provide facilities for business, industry, WSES, and educational representatives to interview interested students.

13. Promote curriculum changes as a result of manpower surveys which indicate numbers of people employed locally for a specific job and numbers of people already trained to perform skill.

14. Provide curriculum suggestions regarding specific skills and job requirements as indicated by representatives and surveys of local business and industry.

15. Prepare students to know how to sell themselves to an employer.

16. Inform student of what the employer will expect from him.

17. Inform student of what he should expect from the employer.

18. Inform students of the legal aspects of employment, such as child labor laws, social security laws, women's rights, school attendance laws, minimum wage laws, union labor laws, etc.

19. Participate in "Job Opportunity Day" for the purpose of exposing seniors to local employment opportunities.

20. Organize school schedule for the "Career Day" (sponsored by a service club or the school).

21. Conduct programming conferences (involving parent, teacher, counselor, student) for the purpose of sequential course selection.

POST-SECONDARY RATIONALE

Self-Awareness

1. Orient the student to post-high educational experience (individual, small and large groups).

2. Assist the student in reaffirming or changing his career objective (individual, small and large groups).

3. Aid the student in understanding the responsibilities of an adult.

4. Assist adults in adjusting to changes in the world of work.
5. Aid the student in setting specific goals.
6. Assist unemployed individuals in establishing good work habits and attitudes.
7. Administer tests and interpret results to individual students.
8. Provide special programs to help individual students attain basic academic proficiency necessary for his career goal.
9. Assist the student in reviewing the curriculum in relation to his career goals.
10. Provide an opportunity for students to develop their self-worth.

Occupational Awareness

1. Encourage and assist teachers in arranging field trips and resource speakers.
2. Discuss types of jobs available for the individual within his training area.
3. Encourage a student to interview a person in the world of work.
4. Administer tests and interpret results to individuals (occupational awareness and aptitude tests).
5. Assist K-12 counselors by disseminating information.
6. Serve as a resource person describing post-secondary educational opportunities.
7. Conduct tours of the training facilities.
8. Assist student in the transfer of credits.
9. Collect and distribute occupational information to teachers and students.
10. Establish a list of resource speakers.

Placement Process

1. Create opportunities for each student to have a practice interview.
2. Create opportunities for each student to complete an application letter, application form, data sheet, etc.
3. Establish a list of jobs which are available (part- and full-time).
4. Contact personnel managers regarding employment opportunities.
5. Establish a list of personnel managers and telephone numbers for student use in arranging job interviews.

6. Have information available regarding various placement agencies such as WSES--procedures, cost, type of service.

7. Encourage and assist placement officer in placement of graduates.

8. Conduct a survey to determine local business needs.

9. Explain placement process and skill level attained by students to various community organizations.

10. Develop listing of personnel to contact in business and industry for field trips and/or classroom presentations.

11. Prepare students to use placement agencies and resources.

12. Provide facilities for business, industry, WSES, and educational representatives to interview interested students.

13. Promote curriculum changes as a result of manpower surveys which indicate numbers of people employed locally for a specific job and numbers of people already trained to perform skill.

14. Provide curriculum suggestions regarding specific skills and job requirements as indicated by representatives and surveys of local business and industry.

15. Prepare students to know how to sell themselves to an employer.

16. Inform student of what the employer will expect from him.

17. Inform student of what he should expect from the employer.

18. Contact employers to secure specific job opportunities.

19. Attempt placement of 100% of the students in continued education or work.

20. Inform students of the legal aspects of employment (social security, minimum wage, union labor laws, etc.).

LOCAL VOCATIONAL EDUCATION COORDINATOR

ROLE DEFINITION

The position of Local Vocational Education Coordinator established in Wisconsin Secondary Schools in the mid 1960's encompasses a multiplicity of responsibilities.

The responsibilities established by the Wisconsin Department of Public Instruction are briefly delineated below. This delineation may be readily construed to include responsibilities in the area of Career Education inasmuch as this broad area most certainly impinges upon and has impact on any program of vocational education.

It is deemed that the L.V.E.C. in the position as an agent for change at the Secondary level has an obligation to assist in the planning, implementation and subsequent development of a broad based program of career education. It is further recognized that while the L.V.E.C. should be involved in programs of career education, his role shall be one of providing input from the viewpoint of his alignment with vocational education. It is desirable for the development of programs of career education to result from a team effort, of which the L.V.E.C. should be an integral part.

A. Administration

1. Work with educational administrators to initiate and maintain occupational education programs.
5. Coordinate activities of the occupational education staff.
7. Effectively express himself both orally and in writing.
10. Locate and use community resources in program planning and operation.
12. Prepare total vocational education budgets and effect fiscal operating controls.
18. Prepare proposals and reports related to the approval and funding of ongoing programs of occupational education.
21. Organize and conduct inservice seminars, workshops, etc., for teachers and other staff members in occupational education.
22. Develop job specifications and select teaching and leadership personnel for occupational education.
23. Understand and utilize federal, state and local vocational education legislation, regulations, and policies.
30. Utilize school budgeting and cost control accounting procedures in program operation.
33. Interpret the state specifications for occupation education facilities.
35. Collect data and complete reports for local, state and federal government sectors regarding the vocational education program.
36. Help to establish minimum standards and criteria for the selection and approval of training stations in cooperative programs.
38. Prepare proposals for research, pilot and demonstration projects.
39. Plan or advise special vocational education for disadvantaged and handicapped students.
40. Conduct pilot and demonstration projects of exemplary programs.
42. Identify research problems for study.
43. Contribute to studies, commissions, and investigations sponsored by professional organizations and government agencies.
44. Apply the history of vocational education to current problems.

B. Community

2. Organize, use, and cause to be used local occupational advisory committees.
3. Establish and maintain effective working relationships with trade, labor, management, agricultural, and manpower organizations.
4. Interpret the vocational program to teachers, parents, students, and the community.
7. Effectively express himself both orally and in writing.
10. Locate and use community resources in program planning and operation.
15. Interpret financial and special needs of occupational education to the public and to the community served.
26. Utilize all segments of the communications media in publicizing occupational education.
32. Prepare promotional materials to explain occupational education to the lay public.
45. Prepare articles on vocational education for publication in professional journals.

C. Career Education

9. Relate the occupational education program to other areas of the school curricula.
10. Locate and use community resources in program planning and operation.
14. Develop and/or direct the development of occupational education curricula.
16. Promote unity and balance between vocational and general education.
17. Plan courses of study and curricula for occupational education programs.
20. Utilize the services of federal, state, and local agencies responsible for occupational education.
24. Provide information usable for students concerning the nature and requirements of occupations.
29. Identify job opportunities and assist in placement of students graduating from occupational preparatory programs.
34. Give assistance in identifying, recruiting, and counseling students for placement in occupational preparatory programs.

D. Research

11. Identify and interpret into meaningful program community labor market and student needs.
19. Identify problems of obstacles which hinder the achievement of occupational education program goals.
28. Collect, analyze and apply labor market and employment data in curricula section and development.
31. Conduct community and occupational surveys.
35. Collect data and complete reports for local, state and federal government sectors regarding the vocational education program.
37. Conduct or influence research leading to the establishment of new curricula and programs.
38. Prepare proposals for research, pilot and demonstration projects.

D. Research - continued

41. Help to conduct and interpret the results of vocational interest inventories.
43. Contribute to studies, commissions, and investigations sponsored by professional organizations and government agencies.

E. Evaluation

6. Conduct evaluations of vocational education programs.
8. Develop criteria for and evaluate facilities and equipment needs of occupational preparatory programs.
13. Supervise the work of teachers and other occupational education personnel.
25. Conduct follow-up studies of former vocational education students.
27. Evaluate the performance of teachers.

ADVISORY COMMITTEE STRUCTURE

STATEMENT OF RATIONALE

Throughout V.T.A.E. District 11 numerous vocational programs are in operation on both the secondary and post-secondary levels. As a matter of established policy, these programs utilize individual advisory committees to advise in the operation and administration of these programs.

While it is recognized that these individual committees have served a most valuable function and should be retained, it is further recognized that there is a need for a working communications link between operating programs throughout District 11. It is with the objective of creating a viable communications channel that the following joint advisory committee structure is proposed for implementation within V.T.A.E. District 11.

COMMITTEE STRUCTURE

Joint committees on a district wide basis shall be formed, each committee representing a specific disciplinary area, (metalworking, plastics, business education, agriculture). The membership of the joint district committee shall consist of one member from each secondary school vocational program. The member selected shall be a current member of a local advisory committee in the specific discipline designated.

The committee member shall be selected by the local committee and be ratified by a majority of the membership of the joint committee.

The term of membership on the joint committee shall be determined by the administration of Lakeshore Technical Institute according to the recommendations and regulations of the state board of V.T.A.E.

Committee Structure - continued

In addition to the members representing each secondary school, Lakeshore Technical shall appoint at-large members to serve on the joint committee as determined by the needs of the specific program.

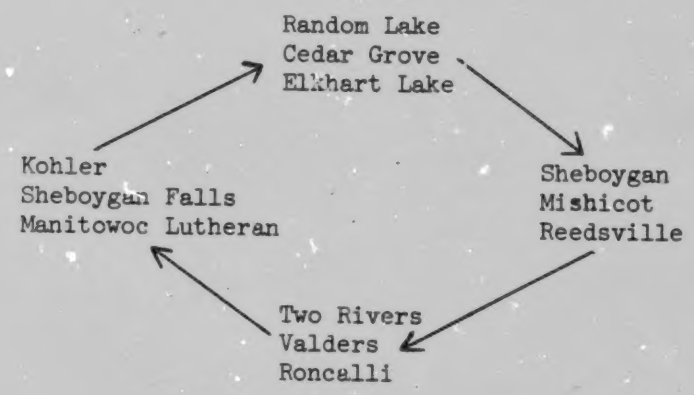
CURRICULUM STUDY COMMITTEES

Members of each discipline in the district will meet to share their views and innovate new procedures to insure that the schools in District 11 are meeting the needs of industry in the district.

The committees will consist of one member of each discipline in each school. If a school does not have the particular discipline it is recommended that a member of that school attend the meeting and relate the information back to his school.

The structure of the curriculum study group will be four meetings per year. The committee chairman will be selected by the curriculum study group. The chairman will appoint by schools co-chairmen who will be responsible for conducting an informative and worthwhile program in the specific discipline of the study group.

Example of the method of rotation in District 11 is:



EMPLOYER NOTIFICATION SYSTEM

The employer notification system would involve the compiling and distribution of lists of graduates of vocational education programs from each of the high schools in V.T.A.E. District 11. At or near the end of the school year complete lists would be sent to prospective area employees. The lists would be organized and categorized in the manner cited below.

Employer Notification System - continued

SCHOOL

Program Title (Exam. Voc. Metals)

Persons to Contact	J. J. Jones, Counselor R. T. Smith, Teacher

Students

T. A. Johnson
541 Schultz Plaza
Sheboygan, WI
458-9025

NOTE: It is suggested that for each student graduating, the individual school would have on file and available on request by individual employers, a resumé detailing the student's background and other pertinent data.

KEY PEOPLE DIRECTORY

The proposed key people directory would be a listing of key personnel in education, business, industry, government, etc.

The directory would be subdivided by groups and provide the name of the individual, the organization, company or group he represents, his job title, phone number, and address.

The following format is suggested.

LAKESHORE TECHNICAL INSTITUTE

District Director
Tel. No.
Address

Counselors
Dept. Heads

UNIVERSITY OF WISCONSIN

President
Counselors
Dept. Heads

DISTRICT 11 SECONDARY SCHOOLS

Cedar Grove H.S.

- Superintendent
- Principal
- Counselors
- L.V.E.C.

Two Rivers H.S.

- etc.

INDUSTRY-BUSINESS

Kohler Co.

- President
- Training Director
- Personnel
- Public Relations
- Union Representative
- Etc.

Bemis Co.

- Etc.

LABOR

Local Unions and presidents

COMMUNITY RESOURCE

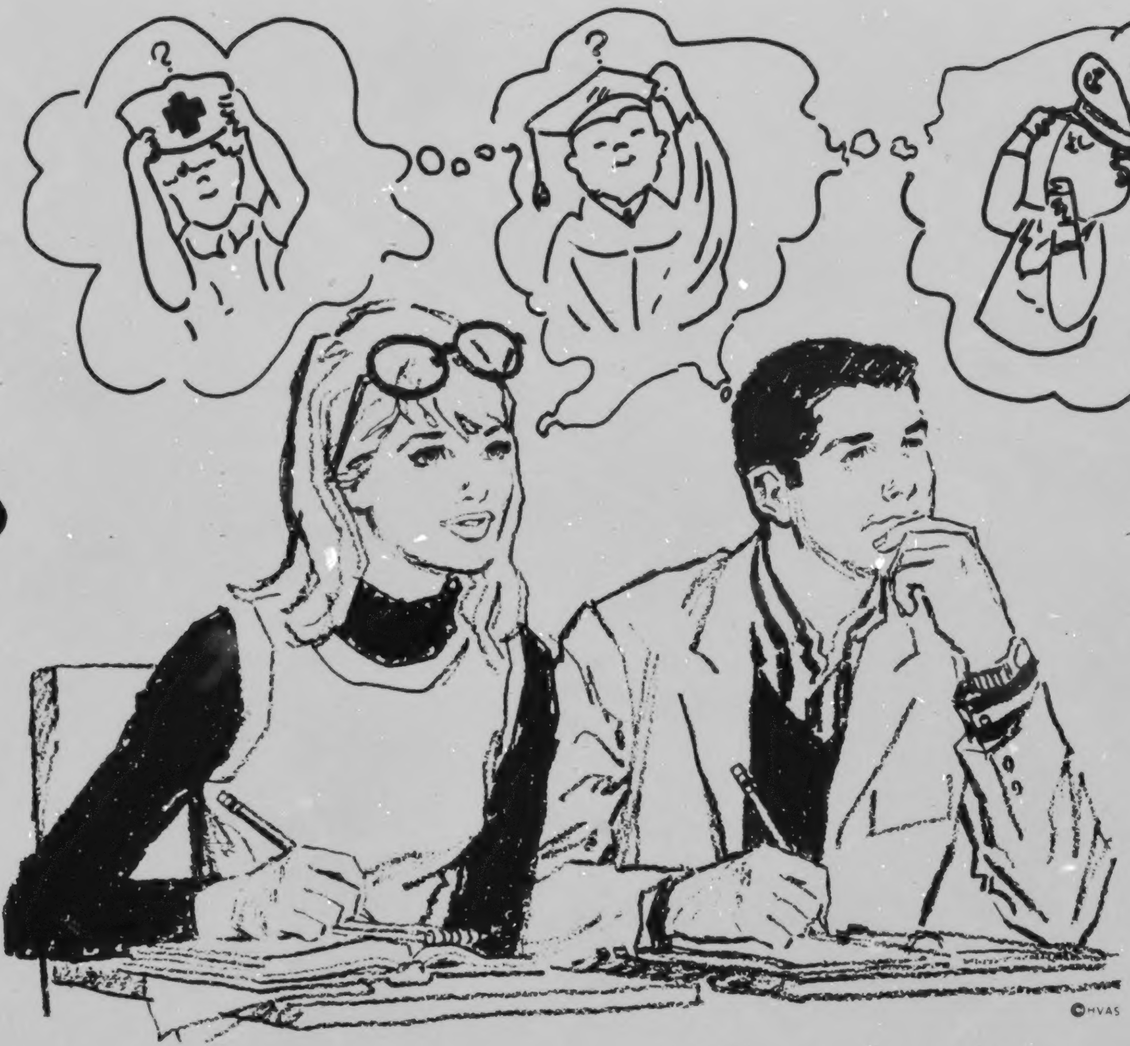
Chamber of Commerce

Kiwanis

Rotary

W.S.E.S.

Etc.



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VOCATIONAL DEVELOPMENT

1. "Exploration stage" – occupations are explored until entry into a beginning job in an appropriate field.
2. Occupational preferences and considerations are based on needs, values and opportunities in addition to interests and capacities.
3. Occupational preference is an expression of the vocational self-concept.
4. Interested in appraising abilities.
5. Vocational preferences become more realistic – what they want and what they expect to get in an occupation come closer together.
6. Choice of high school subjects is vocationally relevant.
7. May "hold down" a regular part-time job.
8. Vocational preference is crystallized.
9. Choice of college and/or college major is a vocational desicion.
10. About the time of high school graduation, the individual realizes preferences are too subjective and adopts an instrumental attitude toward work – working conditions, training required, and financial return are considered.

BUSINESS EDUCATION RATIONALE
Grades 10-12

The Business Education Section of this guide encompasses grades 9-12. All concepts are dealt with, but it is in these grade levels that concepts 15 and 16 are introduced and developed for the first time. The fifteenth concept deals with individuals being responsible for their career planning. The sixteenth concept emphasizes that job characteristics and individuals must be flexible in a changing society.

Since we generally deal with students who have, or partially have, selected their careers, our approach to career education is different than in many areas. A great deal of our time is devoted to developing skills or knowledge toward on-the-job use.

Therefore, in our planning of the guide this year, all concepts may not be incorporated specifically in each course but certainly should be considered when the opportunity lends itself.

We have attempted to designate particular courses where these concepts would be applicable and activities that can be performed to carry out the concepts. This, however, should be used with flexibility, and variations can be made according to the individual teacher. These concepts may be emphasized throughout the courses in the business curriculum but may also be included in individual units if the class is appropriate for such an activity.

An attempt has been made to locate resource materials. This, however, is not an all-inclusive list. Additions or deletions may be made to fit the needs of the individual teacher.

Three-Week Participants:

Iris Christianson - Plymouth
Janet Fromm - Plymouth
LaVerne Grier - Sheboygan Falls
Connie Grotenhuis - Cedar Grove
Jeannette Lorenz - North, Sheboygan

SELF

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: a) The student will recognize his role in the business world and determine the effect it plays upon him.

Curriculum Considerations: All Business Courses

Resources	Activities	Evaluations
Wisconsin State Employment Service	1. Projects.	Encourage students to evaluate own potential.
16mm Films: "Aptitudes and Occupations" (Coronet)	2. Reports.	Teacher check of self-evaluation inventory sheets.
Help Wanted: 'Secretary" (General Electric Educational Films)	3. Class discussion.	Discussion - feedback.
		Observation.
Filmstrips: "Vocational Decisions" (FS/F 12) (L.T.I. Career Information Center)	4. Talk by counselor.	Interpreting reports and projects.
"ABC's of Getting and Keeping a Job" (Eye Gate) (L.T.I. Career Information Center)	5. Fill out form (self-evalution inventory).	
	6. Filmstrips.	
Transparencies: "Office Behavior, Attitudes and Traits" (15-3702-6) (Minnesota, Mining and Manufacturing)	7. Films.	
Crossroads (Insurance Information Institute)	8. Visitation and/or observation.	

* First day, "Why I am Taking Bookkeeping"; end of semester - restatement.

SELF

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: a) The student will recognize his preferences determined by strengths and limitations.

Curriculum Considerations: Typing, Shorthand, Office Training, Bookkeeping, Business English

Resources	Activities	Evaluations
Guidance counselor	1. Class discussion.	Encourage students to evaluate own potential.
16mm Film: "Aptitudes and Occupations" (Coronet)	2. Talk by placement department of company.	Teacher check of student's self-evaluation inventory.
Filmstrip: "Vocational Decisions" (FS/R 12) (L.T.I. Career Information Center)	3. Fill out forms (self-evaluation inventory).	Enrollment in advanced course. Career-occupation choice.
Transparencies: "Effective Human Relations" (15-3716-6) (Minnesota, Mining, and Manufacturing)	4. Filmstrip.	Performance in the course based upon skill acquired or graded.
	5. Film.	

SELF | Grades 10-12 To be emphasized | Factors: Individual Psychological

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: a) The student will recognize his right to choose an occupation.

Curriculum Considerations: All Business courses

Resources	Activities	Evaluations
Occupational Outlook Handbook	1. Class discussion.	Teacher interpretation of student reaction.
Kit: Occupational Exploratory Kit (Science Research Associates) (L.T.I. Career Information Center)	2. Panel discussion. 3. Films.	Individual conference. Teacher interpretation of Career Project.
16mm Films: "Aptitude and Occupations" (Coronet) "Jobs in the World of Work: A Good Place to Be" (McGraw-Hill)	4. Career project.	
Transparencies: "Effective Human Relations" (15-3716-6) (Minnesota, Mining and Manufacturing) "Careers in the Office: Choosing a Job" (Encyclopedia Britannica)		

SELF

Grades 10-12
To be emphasized

Factors: Family, Peers, Community

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 139 - Respect a person's occupational choice.

Behavioral Objective: a) The student will accept any person's occupational choice.

Curriculum Considerations: General Business, Office Training, Typing

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Resources	Activities	Evaluations
Guidance Series Booklets Occupational Outlook Handbook	1. Films.	Teacher interpretation of student reaction.
Kit: Occupational Exploration Kit (Science Research Associates) (L.T.I. Career Information Center)	2. Role playing by students. TV presentation of local occupational choices.	Teacher evaluation of composition.
16mm Films: "Attitude and Occupations" (Coronet) "Jobs in the World of Work--A Good Place to Be" (McGraw-Hill)	3. Class discussion.	
	4. Composition at typewriter, "What I Want to Be."	

WORK WORLD Grades 10-12 To be emphasized Factors: Individual Psychological

Concept: III - Occupations exist for a purpose.

General Objective: 175 - Understand that work has intrinsic values such as satisfaction from achievement and personal recognition as having worth.

Behavioral Objective: a) Given an occupation he is interested in, the student will determine and describe intrinsic values of the work.

Curriculum Considerations: All Business courses

Resources	Activities	Evaluations
Speaker	1. Class discussion when appropriate.	Teacher's judgment of student's reaction.
Teacher and students		
Filmstrip: "The Meaning of Work" (CFS/6) (L.T.I. Career Information Center)	2. Speaker.	
	3. Filmstrip.	
Transparencies: "Career Planning" (15-3717-4) (Minnesota, Mining and Manufacturing)	4. 3-M Transparencies.	

WORK WORLD | Grades 10-12 To be emphasized | Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) Given an occupational field, the student will identify job specializations and their interdependency.

Curriculum Considerations: All courses except Beginning Typing and Shorthand

Resources	Activities	Evaluations
Student	1. Teacher presentation.	Grade students on the success of their mass produced item.
Teacher		
Filmstrip: "Automation" (CFS/5) (L.T.I. Career Information Center)	2. Class discussion.	Teacher evaluation of critique.
		Feedback.
	3. Films.	
16mm Films: "How a Product was Made" (B.A.V.I.) (University of Wisconsin)	4. Filmstrip.	
"It Takes Everybody to Build This Land" (Encyclopedia Britannica)	5. Guest speaker.	
Guest speaker from local industry		
	6. Mass production activity by the students in class--starting with the designing and following through the selling. (Introduction to various types of business organization--proprietorship, partnership, corporation).	
	7. Field trips and critiques.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: a) Given an occupational field the student will be able to describe the structure of job levels.

Curriculum Considerations: General Business and Office Training

Resources	Activities	Evaluations
Dictionary of Occupational Titles	1. Student research.	Teacher subjective evaluation of report.
Occupational Outlook Handbook	2. Reports by students.	Teacher interpretation of student reaction.
Kits: Occupational Exploratory Kit College Occupational Exploration Kit Widening Occupational Roles Kit (Science Research Associates) (L.T.I. Career Information Center)	3. Film, "Your Job--Finding the Right One". 4. Discussion.	
16mm Film: "Your Job-Finding the Right One" (Coronet Films) (L.T.I. Career Information Center)		

SELF | Grades 10-12 To be emphasized | Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: a) Given an occupational field, the student will list examples of his potential financial and personal rewards.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
Filmstrips: "Choosing Your Career" (FS/C 34) "Salaried Worker or Self-Employed?" (CFS 5) Career Opportunities I "Your Life of Work" (CFS 4) (L.T.I. Career Information Center)	1. Each student will make a list of his potential personal and financial needs and rewards.	Student reaction interpreted by teacher. Teacher's subjective evaluation of list.
	2. Filmstrips.	Evaluate reports. Evaluate speakers.
Guest speakers	3. Class discussion.	
	4. Guest speakers--former students successfully employed; experts in field.	
	5. Student interviews of chosen occupation in interest area.	
	6. Written report.	

CAREER PLANNING — Grades 10-12 To be emphasized — Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: a) Given an occupational field the student will be able to prepare himself for a job description.

Curriculum Considerations: All courses except Bookkeeping and Beginning Shorthand

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Resources	Activities	Evaluations
Speaker--industrial personnel manager	1. Teacher presentation.	Check application samples for neatness, accuracy, clarity, spelling, etc.
Application blanks from local industries	2. Guest speaker.	
Taped interviews--examples		Teacher and class criticism of taped practice interview.
16mm Films: "Job Interviews--Getting Started" (McGraw-Hill)	3. Fill out application sample.	Teacher reactions to class discussions.
"Your Job--Applying For It" (Coronet) (L.T.I. Career Information Center)	4. Practice interviews.	Student's responses in the interview and application.
Filmstrips: "The Job Interview" (CFS/ 6) "How to Find a Job for Yourself" (CFS/ 7) (L.T.I. Career Information Center)	5. Films. 6. Filmstrips.	Teacher evaluation of student appearance and conduct in respect to job situations.
"Getting and Keeping Your First Job" (FS/C 35) "Your Job Interviews" (Guidance Associates) (L.T.I. Career Information Center)	7. Mock interview using TV equipment. 8. Have businessmen conduct interviews.	
Transparencies: "Career Planning" (15-3717-4) (Minnesota, Mining, and Manufacturing)	9. Write application letter and data sheet.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: b) Given an occupational field, the student will be able to indicate the relationship of school subjects to these occupational possibilities.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
Speakers: Local business Local industry Guidance	1. Speakers.	Teacher evaluation of student's reaction to films and speakers.
16mm Films: "Where the Action Is" (F 1) (L.T.I. Career Information Center)	2. Films.	Teacher and counselor evaluations of student's programs in relation to chosen occupations.
Filmstrips: "High School Course Selection and Your Career" (Guidance Associates)	3. Filmstrips.	
	4. Individual counseling to establish a program of study.	
Career Education Directory (Wisconsin Board of Vocational Technical and Adult Education)	5. Discussion.	
	6. Bulletin board.	

WORK WORLD   Grades 10-12   Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) Given an occupational field, the student will be able to illustrate examples where professional technical occupations are increasing.

Curriculum Considerations: General Business, Bookkeeping

Resources	Activities	Evaluations
Speaker: Business Industry	1. Speaker.	Teacher and speaker evaluation of student's reactions.
16mm Films: "Labor Force in Flux" "What is Automation" "Technician in Our Changing World" (University of Minnesota)	2. Films.	
	3. Class discussion.	
"Craftsmanship and Automation" (Education Film Life Association, Inc.) "Where the Action Is" (F 1) (L.T.I. Career Information Center) "Systems" (IBM Film Library) World of Work Vocational Opportunities Series "Data Processing Clerk" (Eye Gate) (L.T.I. Career Information Center)	4. Panel discussion CPA 2-year Associated degree student	

WORK WORLD — Grades 10-12 To be emphasized — Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) Given an occupational field, the student will be able to describe how his education or training will affect his employability potential.

Curriculum Considerations: All Business courses.

Resources	Activities	Evaluations
Speaker: Local business, or Lakeshore Technical Institute personnel, or Local businessman personnel	1. Speakers. 2. Films.	Teacher evaluation of student's reactions.
16mm Films: "Your Job--Good Work Habits" "Your Job--Getting Ahead" (Coronet) (L.T.I. Career Information Center)	3. Filmstrips. 4. Panel discussion: Personnel and other business people, discussing "What Business Looks for in Hiring Personnel."	
"You Can Go A Long Way" (Encyclopedia Britannica)		
"Jobs and Continuing Education" "Jobs and Advancement: On the Move" (McGraw-Hill)	5. Check newspapers and magazines for appropriate articles.	
"The Remarkable Schoolhouse" (National Association of Manufacturers)	6. Use overhead presentation as culmination of subject matter.	
"Office Etiquette" (University of Minnesota)		
Filmstrips: "Preparing for the World of Work" "Preparing for the Jobs of the 70's" (Guidance Associates)		

SELF

Grades 10-12
To be emphasized

Factors: Education and Training

Concept: VII - Individuals differ in their interests, abi[illegible]es, attitudes and values.

General Objective: 144 - Formulate job expectations th[illegible] consistent with his personal attributes.

Behavioral Objective: a) The student will identify hi[illegible]nal attributes and how they relate to occupational [illegible]ices.

Curriculum Considerations: General Business, Beginning Typing, Beginning Office Training, Business English

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Resources	Activities	Evaluations
Student record	1. Class discussion.	Teacher check of class inventory and application/data sheet.
Speaker from Personnel Dept.		
Wisconsin State Employment Service	2. Fill out form--personal inventory.	
16mm Film: "Aptitudes and Occupations" (Coronet)	3. Filmstrips.	
Filmstrips: "Vocational Decisions" (FS/R 1) "Counseling in Vocational Decisions" Career Opportunities I "Your Life of Work" (CFS 4) (L.T.I. Career Information Center)	4. Film. 5. Discuss the relationship of physical, mental, and other characteristics to jobs.	
Transparencies: "Effective Human Relations" (15-3716-6) (Minnesota, Mining and Manufacturing)	6. Outside speakers.	
Book: How to Get the Job (Science Research Associates Guidance Series)	7. Data sheet and letter of application.	
	8. Encourage students to evaluate own potential.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 155 - Recognize that technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) Given an occupational field, the student will identify examples where technological change has affected task requirements and employment opportunities.

Curriculum Considerations: All Business courses

Resources	Activities	Evaluations
Speaker: Local business Local industry	1. Speaker.	Teacher and speaker evaluation of student reactions.
Newspapers, magazines, trade journals, etc.	2. Student reports.	Evaluation of report. Class discussion.
16mm Films: "The Story of Productivity" (Do All Company)	3. Films.	
"Automation--What is It" (National Association of Manufacturers)	4. Filmstrips.	
"What is Automation" (University of Minnesota)	5. Class discussion.	
"The Thinking Machine" (Educational Film Library Association)	6. News article research on current business trends.	
"Where the Action Is" (F 1) (L.T.I. Career Information Center)		
Filmstrip: "Careers in the World of Computers" (FS/R 48) (L.T.I. Career Information Center)		
"Preparing for the Jobs of the 70's" (Guidance Associates) (L.T.I. Career Information Center)		

CAREER PLANNING   Grades 10-12   Factors: Information Gathering
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 156 - Become familiar with employment trends and plan accordingly.

Behavioral Objective: a) Given an occupational field, the student will be able to explain trends and how they affect his career selection.

Curriculum Considerations: General Business, Office Training

Resources	Activities	Evaluations
Speaker: Wisconsin State Employment Service Placement Department-Industry	1. Speaker. 2. Student scrapbook of employment opportunities.	Teacher evaluation of student reactions. Objective evaluation of scrapbook by teacher.
Newspapers, magazines, trade journals, etc.		Objective test questions.
Sound-on-slide series of local industries (L.T.I. Career Information Center)	3. Filmstrips.	
Filmstrip: "Preparing for the Jobs of the 70's" (L.T.I. Career Information Center)	4. Discussion.	
Occupational Outlook Handbook (Employment Outlook Reprints from above)		
Pamphlet: "Our World of Work" (#28) (Science Research Associates Guidance Series)		

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 188 - Take in account the extent to which technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) Given an occupational field, the student will be able to explain the extent to which the technological change affects employment opportunities and task requirements.

Curriculum Considerations: All Business courses

Resources	Activities	Evaluations
Speakers: Local business Local industry	1. Speaker.	Teacher and speaker evaluation of student reactions.
Newspapers, magazines, trade journals, etc.	2. Student reports.	Objective evaluation of reports.
16mm Films: "The Story of Productivity" (Do-All Company)	3. Films.	Class discussions
"Automation--What is It" (National Association of Manufacturers)	4. Filmstrips.	
"What is Automation" (University of Minnesota)	5. Class discussion.	
"The Thinking Machine" (Educational Film Library Association)	6. News article research on current business trends.	
"Where the Action Is" "Growth of Big Business in America" (F 19) (L.T.I. Career Information Center)		
Filmstrips: "Careers in the World of Computers" (FS/R 46) (L.T.I. Career Information Center)		

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective a) Given an occupational field, the student will identify why cooperation among workers is important.

Curriculum Considerations: All classes

Resources	Activities	Evaluations
Speakers: Local business Local industry Recent graduate	1. Speaker.	Teacher evaluation of student's reactions to speaker and class discussion.
	2. Class discussion.	
16mm Films: "Individual Motivation and Behavior" (University of Minnesota)	3. Draw a Sociogram.	Teacher evaluation of sociogram. Problem Test questions.
"Your Job--Fitting In" (F 18) (Coronet) (L.T.I. Career Information Center)	4. Films.	Evaluation of case studies.
"Careers in the Office: Working Together" (Encyclopedia Britannica)	5. Filmstrip.	
Filmstrip: "Your Personality: The You Others Know" (FS/C23) (L.T.I. Career Information Center)	6. Case Studies--Discussion groups.	
	7. Composition at typewriter.	
Transparencies: "Effective Human Relations" (15-3716-6) (Minnesota, Mining and Manufacturing)	8. General Business ... establishment of corporation to make and sell booster buttons or some other product.	

SELF

Grades 10-12
To be emphasized

Factors: Family, Peers, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: a) Given an occupational field, the student will be able to evaluate the need for compromise in career development.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
Kits: "SRA Career Information Kit" (GK 18) "SRA Job Experience Kits" (GK 19) "SRA Widening Occupational Roles Kit" (GK 20) (Science Research Associates) (L.T.I. Career Information Center)	1. Students use kits.	Teacher interpretation of class discussion.
	2. Class discussion.	Teacher will evaluate the student's choice in terms of the physical and educational requirements.
Occupational Outlook Handbook Transparencies: "Human Resources and Personal Development" (15-3543-4) (Minnesota, Mining, and Manufacturing) Filmstrips: "Getting to Know Me" (FS/C 75) "Me, Myself and I" (FS/C 87) (L.T.I. Career Information Center)	3. Career Project: Define physical and educational requirements for career choice.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Family, Peer, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: b) Given an occupational field, the student will interpret this relationship in terms of his local job opportunities.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
Filmstrip: "A Survey of Jobs at the Kohler Company" (FS/C 53) (L.T.I. Career Information Center)	1. Speaker.	Teacher interpretation of class discussion.
	2. Filmstrip.	Teacher interpretation of student's survey.
Speaker: Local industry Employment office	3. Class discussion.	
Sound-on-slide series of local industries (L.T.I. Career Information Center)	4. Student survey community in terms of job opportunities.	
	5. Follow-up study of recent graduates.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) Given an occupational field, the student will identify factors of individual ability that affect the level of attainment as they relate to his own career aspirations.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
Booklets: *Do Your Dreams Match Your Talents* *Discovering Your Real Interests* (Science Research Associates)	1. Teacher presentation.	Teacher interpretation of class discussion.
	2. Films.	Teacher interpretation of inventories.
16mm Films: "Personal Qualities for Job Success" (B.A.V.I.)	3. Read booklets.	
	4. Class discussion.	
"Opportunities in Clerical Work" (Lewis de Rochemont Associates; Sterling Educational Films)	5. Self-assessment of typing and shorthand abilities upon completion of course.	
Filmstrip: "Skills That Pay Off" (CFS/ 8) (L.T.I. Career Information Center)	6. Self-evaluation inventory.	

SELF

Grades 10-12
To be emphasized

Factors: Social-Economic
Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) Given an occupational field, the student will identify the economic benefits resulting from an occupation.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
16mm Films: "Your Earning Power" (Coronet)	1. Teacher presentation.	Teacher evaluation of class discussion.
"Jobs and the World of Work" (McGraw-Hill)	2. Films.	Teacher evaluation of students' lists. Teacher evaluation of panel discussion.
Filmstrips: "Where You Will Live and Work" (CFS/ 7) "The Meaning of Work" (CFS/ 6) (L.T.I. Career Information Center)	3. Filmstrips. 4. Speaker: Personal experiences of students.	
Book: *Careers and Occupations* (J. G. Fergeson)	5. Class discussion.	
Speaker: Personal experiences of student	6. List economic benefits resulting from occupations.	
	7. Bulletin Board--What Can You Gain From an Occupation?	
	8. Panel discussion--Economic benefits versus personal satisfaction.	

WORK WORLD
Grades 10-12
To be emphasized
Factors: Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 197 - Understand that career will determine friends, associates, and status in community.

Behavioral Objective: a) Given an occupational field, the student will describe the role his career will play on the selection of friends and associates and his status within the community.

Curriculum Considerations: General Business, Office Training

Resources	Activities	Evaluations
16mm Film: "Jobs in the World of Work" (McGraw-Hill)	1. Film.	Teacher interpretation of class discussion and panel.
	2. Class discussion.	
Filmstrip: "Job Attitudes--Why Work at All" (FS/C 64) (L.T.I. Career Information Center)	3. Panel discussion.	
Booklets: SRA Guidance Series Booklets (Science Research Associates)	4. Read booklets.	
	5. Speaker, "Has Your Job Influenced Your Selection of Friends and Associates."	

CAREER PLANNING   Grades 10-12   Factors: Training and Education
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Given an occupational field, the student will be able to identify career horizons through simulated activities.

Curriculum Considerations: All Business courses except Beginning Shorthand, Beginning Typing, and Business English

Resources	Activities	Evaluations
Kit: "Job Experience Kit" (Science Research Associates)	1. Use kits.	Teacher interpretation of students' project methods.
Practice Sets: Bookkeeping - Taylor Hardware, Spencer Athletics Goods (Southwestern Publishing Company) Office Practice - "Typewriting Office Practice" (Southwestern Publishing Company) Advanced Typing - "A Day in the Secretary's Life at Lenox China" (Lenox China and Crystal; Trenton, New Jersey)	2. Practice Sets: Bookkeeping Monopoly Practice Set Office Practice Filing Advanced Shorthand Advanced Typing	Open Practice Set test on Bookkeeping Practice Sets. Typing Set - Evaluate accuracy and amount completed.
	3. Simulated Business Organization (sole proprietorship, partnership, or corporation). General Business -- students make product, distribute it and share in profits.	Feedback on effectiveness of corporation. Tests.
16mm Film: "The Business Office; Making Things Happen" (Gilbert Altschul Products, Inc.; Journal Films, Inc.)	4. Film.	

CAREER PLANNING
Grades 10-12
To be emphasized
Factors: Information Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: a) Given a career field, the student will be able to list several job alternatives that utilize his talents.

Curriculum Considerations: Advanced Shorthand, Advanced Typing, Bookkeeping, Office Training

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Resources	Activities	Evaluations
Filmstrips: "Skills That Pay Off" (FS/C 8) "Preparing for the World of Work" (FS/C 31) (L.T.I. Career Information Center)	1. Filmstrips. 2. Class discussion.	Teacher interpretation of class discussion. Teacher evaluation of students' lists.
Kit: "Occupational Exploration Kit" (Science Research Associates) (L.T.I. Career Information Center)	3. Students use kit. 4. Students list job alternatives that utilize their talents.	
Book: *Dictionary of Occupational Titles* (L.T.I. Career Information Center)		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 166 - Understand that new jobs usually developed within occupational clusters.

Behavioral Objective: a) Given an occupational field the student will be able to identify the relationship between new jobs and occupational clusters.

Curriculum Considerations: Bookkeeping, Office Training

Resources	Activities	Evaluations
Kits: "Occupational Exploration Kit" "Widening Occupational Roles Kit" (Science Research Associates) (L.T.I. Career Information Center) Book: Dictionary of Occupational Titles Job Cluster chart for Business Education and Distributive Education	1. Use dictionary. 2. Class discussion on what a cluster is and on how jobs develop within these clusters.	Teacher's interpretation of discussion.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 164 - Identify and comprehend factors which may have relevance for one's career decisions.

Behavioral Objective: a) Given an occupational field, the student will be able to identify factors which may have relevance in career decisions.

Curriculum Considerations: Office Training, General Business, Advanced Typing, Advanced Shorthand.

Resources	Activities	Evaluations
Kit: "Occupational Exploration Kit" (Science Research Associates) (L.T.I. Career Information Center)	1. Use Kit--individual basis.	Teacher interpretation of student's list and explanations.
	2. List and explain factors which have relevance to career decisions.	Teacher interpretation of class discussion and survey.
Recent newspaper and magazine articles	3. Survey of News Releases.	Teacher interpretation of project.
	4. Discussion.	
	5. Project on Careers.	

SELF Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: a) Having selected an occupational field, the student will be able to identify various methods to gain entry level skills.

Curriculum Considerations: All Business courses

Resources	Activities	Evaluations
Filmstrips: "Vocational Decisions" (FS/R 12) "It's Your Future" (FS/R 13) (L.T.I. Career Information Center)	1. Teacher presentation. 2. Films.	Teacher evaluation of reaction of students.
16mm Films: "Where the Action Is" (F 1) (L.T.I. Career Information Center)	3. Filmstrips.	
"Onward and Upward" (National Association of Manufacturers)	4. Speaker from Personnel Department or Placement Director.	
	5. Class discussion.	

SELF Grades 10-12 Factors: Information Gathering
To be Developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) Given a general background, the student will be able to identify sources of career information.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
Guidance Department Wisconsin State Employment Service *Occupational Outlook Handbook*	1. Speaker--guidance counselor (General Business or any student may see him on an individual basis.)	Teacher evaluation of students' lists of sources. Teacher's evaluation of the class discussion.
Kit: "Occupational Exploration Kit" (Science Research Associates) (L.T.I. Career Information Center)	2. Class discussion.	Teacher evaluation of Project.
Guidance Series Booklets (Science Research Associates)	3. Career Project--"What Educational Training Will I Need?" "Where Will I Go To Get This Training?"	

CAREER PLANNING   Grades 10-12   Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: b) Given an occupational field, the student will be able to relate his high school courses to the occupational skills.

Curriculum Considerations: All courses

Resources	Activities	Evaluations
Filmstrips: "High School Course Selection and Your Career" "How To Make a Career Decision" (L.T.I. Career Information Center)	1. Filmstrips.	Teacher interpretation of class discussion.
	2. Field trips.	Feedback from panel discussion and speaker.
16mm Films: "Bookkeeping Occupations and Opportunities" (John Paul Jones and Associates; Bailey Film Associates)	3. Speaker: Industry.	
	4. Class discussion.	
"Business Machine Operators" (Louis de Rochemont Associates; Sterling Educational Films)	5. Films.	
	6. Panel discussion: C.P.A. Associate Degree	

CAREER PLANNING	Grades 10-12 To be developed	Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social change require the ability to adjust.

Behavioral Objective: a) The student will be able to identify social and environmental changes which will require adjustments in any given occupational field.

Curriculum Considerations: General Business, Office Training

Resources	Activities	Evaluations
Filmstrip: "Preparing for the Jobs of the 70's" (FS/C 28) (L.T.I. Career Information Center)	1. Filmstrip and cassettes.	Teacher evaluation of class participation.
	2. Teacher presentations.	Teacher evaluation of students' lists of changes.
16mm Films: "Cities of the Future" (National Association of Manufacturers)	3. Class discussion.	
"A Man is a Job" (U.S. Employment Service)	4. Films.	
	5. Students will list social and environmental changes that affect jobs.	

WORK WORLD

Grades 9-12
To be Developed

Factors: Structure and Nature

Concept: XVI - Job Characteristics and individuals must be flexible in a changing society.

General Objective: 201 - Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective: a) The student will understand and accept continuing adjustment as a necessary factor for advancement.

Curriculum Considerations: Advanced Typing, Advanced Shorthand, Office Training, Bookeeping.

Resources	Activities	Evaluations
Filmstrip: "Automation" (CFS/5) (LTI Career Information Center)	1. Teacher Presentation 2. Speaker from Industry Office Training	Teacher evaluation of class discussion
16mm Films: "Your Job - Getting Ahead" "Your Job - You & Your Boss" "Automation What Is It and What It Does" (Coronet)	3. Film Office Training Bookkeeping	
"Jobs and Advancement on the Move" (McGraw-Hill with Uision Associates, Inc.) "Careers In the Office: Getting a Promotion" (Encyclopedia Britannica)	4. Filmstrips Bookkeeping 5. Class Discussion	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be Developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: a) The student will identify the positive relationship between advancement and responsibility.

Curriculum Considerations: Advanced Typing, Shorthand, Office Training, Bookeeping

Resources	Activities	Evaluations
Filmstrip: "Automation" (CFS/5) (L.T.I. Career Information Center)	1. Teacher presentation	Teacher evaluation of class discussion
	2. Speaker from industry Office Training	
16mm Films: "Your Job--Getting Ahead" "Your Job--You and Your Boss" "Automation, What Is It and What It Does" (Coronet Films)	3. Films Office Training Bookeeping	
"Your Job--Good Work Habits" "Jobs and Advancement on the Move" (McGraw-Hill with Vision Associates, Inc.)	4. Filmstrip Bookeeping	
"Caeers In the Office: Getting a Promotion" (Encyclopedia Britannica)	5. Class discussion	
Recent Graduate or Personnel Manager		

WORK WORLD

Grades 9-12 Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that job characteristics require specialized education, preparation, and training.

Behavioral Objective: a) The student will be able to locate and explain training opportunities.

Curriculum Considerations: Advanced Courses, General Business, Bookkeeping

Resources	Activities	Evaluations
Filmstrips: "Preparing for the World of Work" (FS/C 31) (L.T.I. Career Information Center)	1. Teacher presentation	Teacher evaluation of career project
	2. Panel Discussion-Bookkeeping, Associate Degree-CPA	Teacher evaluation of panel discussion
	3. Filmstrips - General Business	
	4. Students will list training opportunities on career project--General Business	
	5. Filed Trips to Local Technical Institutes--Office Training (Advanced Courses)	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 205 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) Given an occupational field, the student will describe the personal and social adjustment necessary to maintain employment.

Curriculum Considerations: Office Training

Resources	Activities	Evaluations
16 mm Films: "How to Keep a Job" (B.A.V.I.)	1. Student interview with workers on the job.	Teacher will evaluate the students' reactions.
"Your Job: Fitting In" "Your Job: Getting Ahead" (Coronet), (L.T.I. Career Information Center)	2. Class discussion.	
"Careers In The Office: Getting a Promotion" (Encyclopedia Britannica)	3. Speaker.	
Local Business and Industry	4. View films.	
Recent Graduate		
Transparencies: "Effective Human Relations" (3M)	5. Discussion groups.	

COMMUNICATIONS RATIONALE

The area of communications within the career-centered curriculum bases its rationale around four fundamental points:

1. There is a movement within the secondary schools toward ungraded programs.
2. From this movement toward ungraded programs, elective, more diversified courses develop in language arts.
3. Language arts courses fall into four basic areas. (Literature, composition, media, speech/drama).
4. Since the division from grade to grade is no longer feasible in many schools and since all language arts courses fall into four areas, the communications section of this guide is ungraded, but areas of concentration have been recommended.

The area of communications is important in the career-centered curriculum for two reasons:

1. The skills developed in composition, speech, and media are essential to a worker's potential training, advancement, and stability within any career.
2. The study of values and attitudes in literature affords an excellent opportunity to explore the values and attitudes of the work ethic.

Ruth Grosshuesch - Cedar Grove
Richard Hurlbut - Two Rivers
Leone M. Naus - Sheboygan Falls
Lyle Seider - Sheboygan Falls

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: a) The student will be able to isolate, define and integrate his abilities, interests, attitudes and values so that he will apply these assets to a positive self-concept.

Curriculum Considerations: Literature, composition, speech.

Resources	Activities	Evaluations
Psychologist Literature The Empty Fortress Children of the Dream Social Change and Psychology Truant from Life Dialogue with Mothers	1. Speech: Psychologist will discuss the things involved in an individual and his development of a positive self-concept.	Write a short essay evaluating yourself in your a) abilities, b) interests, c) attitudes, d) values.
Readings in Bruno Bettelheim in area of self.	2. Speech: Questions and answers between student and psychologist.	
	3. Composition: Write a short paper on what you like most about yourself and what you like least about yourself.	
	4. Speech: Small groups will discuss attitudes and values of their class, their generation, etc.	

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: a) A Student will be able to infer through reading and participation, that any individual can achieve dignity by doing his job well, no matter how menial or glorious.

Curriculum Considerations: Literature, speech, and drama.

Resources	Activities	Evaluations
Novels, short stories, essays to be chosen by teacher depending on particular course materials.	1. Speech: Visit a mental institution or a "half-way house. Discuss the visit.	Discussion.
Books: Flowers for Algernon by Keyes	2. Drama - Speech - Literature: Oral interpretation of play.	Each student will be asked to evaluate his role and what it did to his sense of being needed and his personal sense of worth.
Movie: "Charlie"	3. Drama - Speech - Literature: Role playing - mental retard or disadvantaged youth.	

WORK WORLD   Grades 10-12   Factors: Individual Psychological
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 175 - Understand that work has intrinsic values such as satisfaction from achievement and personal recognition as having worth.

Behavior Objective: a) The student will state how intrinsic values of a job affect self esteem.

Curriculum Consideration: Composition, speech, literature, media.

Resources	Activities	Evaluations
Recruiter Local citizens Industry, service, police chief, policeman, county nurse, social worker, mayor	1. Media: Have four or more students prepare a 30 minute video tape of an interview with a local citizen.	Students will prepare a list of values related to their job outlook.
Books: Go Where Glory Wants Thee by Frank O'Connor	2. Media, Speech - Drama: Interview others in order to determine their personal satisfaction derived from their work. Tape recorder may be used.	Prepare a list of personal satisfactions derived from work; i.e. pride of accomplishment, ego stimulation, pleasure in helping others.
	3. Speech: Conduct a discussion on which is more important: The money or the intrinsic satisfaction of the job? Include contrasts between money and "helping people," money and "status," money and working conditions, etc.	

WORK WORLD   Grades 10-12   Factors: Structure and Nature
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) The student will illustrate how occupations interrelate.

Curriculum Consideration: Composition, speech, media.

Resources	Activities	Evaluations
Video tape of field trip to hospital or industry for future use.	1. Media: View an assembly line process. Take a field trip to a factory; research a process in a factory of individual choice; show a film of the process, etc.	Prepare a job cluster illustration of job interrelation. (Student choice.)
	2. Composition - Speech: Study specializations within the professions. Discuss specializations within government, industry or social service.	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) The student will outline how related occupations contribute to an end product.

Curriculum Considerations: Composition, media.

Resources	Activities	Evaluation
Camera Film Dark Room Facilities Projector	1. Media: In the area of media, trace the development of a film, This may be done indirectly, or through the actual preparation of a film. Show filmstrip, "Careers in Film Making."	Compile a list of occupations related to an end product of the student's choice from natural resource to consumption.
Filmstrip: "Careers in Film Making" (Educational Dimensions Corporation)	2. Composition: Trace indirectly the development of a book's publication.	
	3. Composition: Trace the process of developing an end product of any type.	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) A student will be able to deduce and conclude that leisure time activities may be influenced by one's full-time occupation.

Curriculum Considerations: Speech, composition, literature.

Resources	Activities	Evaluations
Industrial speakers Employment Service speaker Counselor *Literary Cavalcade*	1. Speech: Define and discuss the following suggested factors: Working hours, direct job carry over, people you work with, geographic location, and distance, familial considerations.	A speech will be given by each student to discuss how the factors mentioned in Activity #1 could possibly affect his occupation.
	2. Composition: How would the five factors above or any others you may add, affect your life in a chosen occupation?	A paper will be written on the student's reaction to his findings.
	3. Composition: Write an original essay listing your own leisure activities, telling which ones you enjoy most and why.	
	4. Speech: A round table discussion concerning the benefits of leisure time.	
	5. Literature: Read essays pertaining to leisure time activities. Comment on your own leisure time activities.	

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: a) Student will verbalize why people do what they do for a living.

Curriculum Considerations: Composition, speech.

Resources	Activities	Evaluations
Personnel with various interests from business, industry, and the arts. Books: *The God Father* *Great Gatsby* *The Rise of Silas Lapham* *Of Human Bondage*	1. Speech: What are the reasons why people work? (Money, prestige, occupy time, escape, enjoyment, experience, meet people, glamour, dedication to a calling or an ideal, pride, security, etc.)	Composition, speech or panel discussion on why people do what they do for a living.
	2. Speech - Literature: What rewards, other than a paycheck, do people receive for their work?	
	3. Speech: Find at least one thing you are doing in school that you consider relevant to your life after high school.	
	4. Composition: Write one suggestion you would have for an activity in this class that in your opinion would serve you after high school graduation. Why do you feel this way?	

CAREER PLANNING | Grades 10-12 | Factors: Training and education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: a) A student will compile, organize and illustrate materials to be used in seeking a job.

Curriculum Considerations: Composition, speech, media.

Resources	Activities	Evaluations
Employers for interviews.	1. Composition: Fill out samples of application blanks.	Without students knowledge, have an employer decide which ones he would consider, then have employer come to class and discuss.
Pamphlets: "Can I Get the Job?" (General Motors) "You and Your Occupational Choice." (Board of Christian Education of United Presbyterian Church of U.S.A.)	2. Composition: Compile a personal data sheet.	
"Why Young People Fail to Get and Hold Jobs" (New York State Department of Labor)	3. Composition: Check newspaper ads and write a letter of application.	Have students evaluate on an evaluation sheet the things they have noticed about the interview.
"Choosing Your Occupation." (U.S. Department of Labor)	4. Speech: Role playing activity. Assume one is employer and one is applicant. State an interview.	Fill out a sample application form answering all the questions correctly and neatly. Include names and addresses of references.
Films: "First Impressions" (B.A.V.I.) "Job Interview-Men" "Job Interview-Women" (Churchhill Films)	5. Speech: Discussion of appearance, grooming, cleanliness, proper apparel, etc. that are intangibles in job interviews.	
	6. Media: Show film, "First Impressions".	
	7. Media: Show films, "Job Interviews-Men" and "Job Interviews-Women."	

CAREER PLANNING — Grades 10-12, To be emphasized — Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 153 - Analyze the relationships between learning and earning through on-the-job experiences.

Behavioral Objective: a) A student will identify how learning and earning through job experiences are related.

Curriculum Considerations: Composition, media, speech.

Resources	Activities	Evaluations
Film: "Your Job: Getting Ahead." (Coronet Films) Student on a co-op program Intern teacher Apprentice	1. Speech, Composition: Do you now or have you had a part-time job? What have you learned about people you can later apply. (Human Relations)	Discuss film in terms of school studies. Have student write synopsis of how his learning applies to chosen occupation.
	2. Speech, Composition: What is the relationship between earning and learning?	
	3. Speech, Composition: What do you have to learn about the company, about your boss, about your job, about people you will be working with in order to be successful?	
	4. Speech, Composition: What are you learning in school that will relate to work?	
	5. Media: Show film, "Your Job: Getting Ahead."	

CAREER PLANNING Grades 10-12 Factors: Training and education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 154 - Accept the concept of continuous education and training for enhancing and effecting one's career development potential.

Behavioral Objective: a) The student will conclude that continuous education or training is necessary to keep pace with our changing society.

Curriculum Considerations: Speech, drama, composition.

Resources	Activities	Evaluations
Film: "Kohler Training Film" (Kohler) Parents Local workers Professionals	1. Speech, Composition: Industry has to change to keep pace with the times. How does the individual do the same thing? (i.e. pollution, ecology, economy)	Student will identify in written or oral presentation.
	2. Speech - Panel Discussion: a) "If you don't move forward, then you're moving backward." b) "A Rolling stone gathers no moss." c) "The race goes to the swiftest." etc. Apply above statements to career idea rather than to generalities.	Group discussion with individual evaluation and analysis of these cliches.
	3. Composition: Explain - One needs education and/or training in order to achieve a career; one needs to continue education and/or training in order to upgrade oneself for: promotion to a better job, more responsibility, high pay, to keep pace with present job.	
	4. Speech: Interviews on continuing need for education.	
	5. Speech - Composition: Have class interview workers and professional men to determine what coninuing education they need.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) Student will explain the value of school subjects as they apply toward the pursuit of a career.

Curriculum Considerations: Speech, composition, media

Resources	Activities	Evaluations
Personnel from local community industry.	1. Composition: Select your favorite school subject. Make a list of possible occupations related to this subject.	Discussion participation on the practical application of school subjects to the individual's future career choice.
	2. Composition: Justify how studying this subject might help you obtain a position related to your favorite subject.	
	3. Speech Discussion: What do you as an individual expect as a participant in school? (i.e. training versus education)	
	4. Composition: Make a job cluster related to English.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) Student will report orally why there is an increasing demand for certain occupations.

Curriculum Considerations: Speech, composition.

Resources	Activities	Evaluations
Sear's Training Series Filmstrip and Records Professional and trade journals Reader's Guide of Periodical Literature News magazines Licensing manuals for various occupations.	1. Speech - Composition: Divide class into four groups: a) Identify which professions need more qualified members, why? b) Identify which occupations need more technicians, why? c) Identify which of the skilled trades need more workers. Consider apprenticeships also. d) Why are service occupations growing? Which are they?	Oral and written reports from each group summarizing their discussions.
	2. Speech - Composition: Using same groups as above, have each group explore the education needed and where to get it.	
	3. Speech - Composition: Use the want ads in the Milwaukee Journal. Divide class into groups to discuss available jobs and the education necessary to get them.	

WORK WORLD | Grades 10-12 | Factors: Social-Economic-Political
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 184 - Understand career opportunities in relation to availability of training.

Behavioral Objective: a) A student will be able to illustrate how career opportunities are influenced through the availability of training.

Curriculum Considerations: Speech, composition, media.

Resources	Activities	Evaluations
Trade journals College catalogs Technical school catalogs	1. Speech - Composition: Divide class into discussion groups. a) Have a group(s) explore the social reasons that might influence the individual to take advantage of or turn down training opportunities leading to a specific career opportunity; consider family, peers, neighbors, occupations, that boys/girls normally don't enter (i.e. a woman auto mechanic, a male nurse).	Group discussions - participation in group. A paper giving a reaction to the point that made the biggest impression. Presentation of material visually or orally to class.
	b) Same as above, except group will explore economic-political factors. Consider such things as apprenticeship may be closed, training is or is not available locally, training not available because institutional quota is filled.	
	c) Individuals could prepare newspaper ad, radio or T.V. commercial, etc., to "sell" some of the things brought out in Activity 1.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) A student will identify and cite how his education and training will prepare him for or affect his future employability.

Curriculum Considerations: Composition, speech, media.

Resources	Activities	Evaluations
16mm Films: "No Reason to Stay" "The Dropout" (Canadian Film) "No Reason to Stay" (Encyclopedia Britannica) Pamphlet and poster type material on value Eight high school graduates	1. Speech: Debate or discussion - The high school dropout versus high school graduate as employable. (Things to consider: Attitudes that cause one to drop out or to stay even though one is miserable).	Teacher awareness from small group discussion. Students ability to locate and use material relevant to his education and training as it relates to his future employability.
	2. Speech: What has the age of specialization done to change employability potential of an individual?	
	3. Speech - Media: Explore this statement: The over educated individual has limited employability potential.	
	4. Media: Show films and discuss them.	
	5. Composition - Media: Trace the educational or training steps needed to reach your career goal. (If you have not chosen a career goal, pick the one you would like to explore). Where will you be able to get this education? Can you qualify to enter this training? How do you finance it?	

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: a) A Student will identify and record job expectations that complement and capitalize on his attributes.

Curriculum Considerations: Composition, media.

Resources	Activities	Evaluations
Filmstrip and record: "Careers in Television" (Educational Dimensions Corporation)	1. Composition: Give a useable definition of "attributes" as it applies to you as a person.	Make your own list of jobs that will take into consideration your primary and secondary attributes.
Film: "T.V. Arts" (Minnesota Public Schools)	2. Media: What personal attributes can you capitalize on in seeking a job. (i.e. good talkers, likes people, might consider sales, insurance, teacher, news commentator, politician, airline stewardess, complaint department clerk, receptionist, public relations) Show film.	
	3. Speech: Set up a situation: John Doe is quiet, shy, likes people, but doesn't participate, does acceptable work in math, science and communications, does not want to go on to four years of schooling, but is willing to consider less, is honest, takes pride in his work and believes in doing an honest days' work. What kinds of occupations should he consider that will use these attributes?	

SELF

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: a) The student will identify and appraise that his own personal desires and needs in a career are not always those of society and he must be able to satisfactorily compromise.

Curriculum Considerations: Speech.

Resources	Activities	Evaluations
Personal resources and experience. Representatives of State Employment Agency	1. Speech: When did you last compromise with someone over some small matter. (i.e. you and your mother on cleaning up your room) How did you arrive at the compromise? Were both parties satisfied?	What is the process involved in compromise? Short composition revealing you understand. List the compromises: a) social b) fellow employees c) neighbors d) within your family that would be needed to adjust to the new community.
	2. Speech: Apply the process in activity 1 to a situation between you and an employer (i.e. the employer says he has noticed you are growing your hair too long and he considers it a safety hazard)	
	3. Speech: Identify the compromises you would have to make if you were to seek employment in a new community.	
	4. Speech: Talk by State Employment Agency representative. Question and answer session after talk.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Family, Peer, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 158 - Evaluate career expectations others have for you and how these expectations affect your career plans.

Behavioral Objective: a) Student will differentiate between career expectations of others and his own, and he will be able to show how these forces will affect his own career plans.

Curriculum Considerations: Composition, speech, media.

Resources	Activities	Evaluations
Films: "My Life to Live" - "Who Should Decide?" (Coronet) Personal Resources	1. Composition: Identify what career choices the following persons would have for you. If you can, give their line of reasoning: a) parents; b) older relatives; c) sister or brother; d) friends of same sex; e) special friends of opposite sex; f) teachers.	Evaluate limitations placed on you by finances. Panel discussion. Discussion and/or composition. Small group composition.
	2. Composition: Situation: You want to go on to school away from home. Your parents want you to go on to school, but are unwilling to help you financially, therefore, what are the different options available to you? Which option do you think you would take?	
	3. Speech: Your father and most of your relatives are doctors (could be anything). Everyone expects you, too, will become a doctor. You have neither the desire, nor the initiative to pursue the lengthy preparation. You have been forced to take a lot of math and science in high school. You have been forced to apply for a prestige college, etc. What do you do?	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) A student will be able to identify and state how individual ability will determine his level of achievement in a given career area.

Curriculum Considerations: Composition, speech, media.

Resources

Personal knowledge

Visit to guidance department to see counselor

Occupational briefs from Occupational Outlook Handbook

Filmstrip:
"Jobs in Health Service"
(Coronet)

Activities

1. Composition: Make a list of your own proven abilities and weaknesses. (i.e.)

Ability	Weakness
mech. ability	writing skills

2. Composition - Speech: Find out from your counselor and your achievement record, test scores, etc., the probable potential you have in a career field. (i.e. nurse's aide, L.P.N., R.N. or Nursing Degree) Ignore interest and motivation. Consider only career potential.

3. Media: Show filmstrip.

Evaluations

Hand in list. Have one list put on the blackboard. Discuss. Have class decide whose list it is.

Write a brief paper explaining your potential in the selected career field.

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) The student will select and cite the various benefits of work and apply them to himself.

Curriculum Considerations: Composition, speech, literature.

Resources	Activities	Evaluations
Books: Highbrow, Lowbrow, Middlebrow by Russel Lynes. Original published in Harper's Magazine, found in Borzoi College Reader, Knopf, 1966. The Status Seekers by Vance Packard	1. Composition: Aside from the job itself, which of the following do you feel are most important to you: Status, economic benefits, security.	Short speech or composition justifying your point of view. Composition. Panel discussion.
	2. Composition - Speech: What happens to you if you enjoy all the benefits, but dislike the job itself?	
	3. Composition - Speech: White color vs. blue collar type jobs as they affect where you live, what you do, who your friends are, kinds of food and drink you serve, how you entertain.	
	4. Literature: Read and discuss The Status Seekers.	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - Understand that career planning has an effect on one's life style.

Behavioral Objective: a) A student will identify what life style he wants for himself.

Curriculum Considerations: Literature, media, speech.

Resources	Activities	Evaluations
Books, plays, movies, T.V. programs which bring out individual life styles.	1. Composition: Define "life style." a) Small town life styles b) Inner city life styles c) Suburban life styles. How does environment affect one's life style?	Compositions, speeches, discussions, debates, pertaining to the individual's own projected life style.
Books: Midnight Cowboy Cactus Flower A Thousand Clowns Catcher in the Rye by Salinger Valley of the Dolls by Suzanne Native Son Invisible Man by Ellison (Jewish sub-culture) The Assistant by Malemud The Floating Opera by Barth Saturday Night and Sunday Morning by Sillitoe	2. Media - Speech - Composition: Have student identify, orally or in writing, the life styles and values of characters in movies, books, plays. What factors determined the adoption of the particular life style.	
Soap Operas	3. Composition: Project what you hope your life style will be ten years from now.	
Samuel Becket's plays		
Hemingway's books		
Steinbeck's books	4. Speech - Composition: What is your priority system?	
Sinclair Lewis' books		

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social, Economic, Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 196 - Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective: a) A student will be able to recognize and be able to illustrate that the same careful planning is needed for satisfactory use of leisure time as is needed for vocational planning.

Curriculum Considerations: Speech, composition.

Resources	Activities	Evaluations
Director from John Michael Kohler Arts Center to discuss various careers in which students might become involved. Teacher-made hobby Interest Inventory	1. Speech - Composition: Differentiate between constructive use of leisure and wasting time. Bring in a list of 25 specific examples for discussion (i.e.my grandmother knits, my father tinkers with cars, Mrs. So and So does nothing but watch T.V.)	Class discussion involving the use of leisure time. Does one have to ALWAYS make "constructive" use of leisure, or is it also desirable to "waste time"? Is it necessary to have a balance between the two?
	2. Speech - Composition: Make a list of hobbies you might be interested in. Choose one and explore it. Share with class.	Students will write a composition on which avocational careers they would be interested in.
	3. Speech: Try to interest students in some activity. Bring in various people to discuss hobbies.	
	4. Composition: Students will evaluate careers available to them in the areas of their hobbies.	

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: a) A student will identify educational considerations necessary in career planning.

Curriculum Considerations: Composition, speech, media.

Resources	Activities	Evaluations
Books: Dictionary of Occupational Titles Occupational Outlook Handbook Chronicle Guidance Series Booklets (Science Research Associates) Guidance Counselor	1. Composition - Speech: Give out a list of occupations a) Professional b) Semi-professional c) Skilled d) Semi-skilled e) Unskilled What high school education must one have to prepare for entry.	Short paper bringing out *your* ideas. Panel discussion with each panelist bringing one alternative. Informal evaluation based on questions asked.
Worker with 20-25 years of experience	2. Composition: Take a career you have thought about and explore what kinds of educational background you must have in high school courses, college and/or further training.	
	3. Speech: Discuss alternatives to formal education.	
	4. Speech: Have guidance counselor come in and talk about what you can do to recoup if you've made all the wrong decisions so far.	
	5. Speech: Have students interview three workers who have been in the work world for 20-25 years.	

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) A student will identify and select, when needed, different types of career planning resources for his own benefit.

Curriculum Considerations: Composition, media, speech.

Resources	Activities	Evaluations
Library--Public and school Guidance Department Wisconsin State Employment Service L.T.I. Career Information Center Cassette tape recorder and tapes Public service type advertising from the local radio stations for models Tapes: "Exploring the World of Work" "Planning Beyond High School" (Valiant I.M.C.)	1. Speech - Media: Invite a member of the guidance department to speak to the class on resources available for career planning. 2. Composition - Media - Speech: Take small groups to the library and guidance office and show them how to use materials. 3. Composition - Media - Speech: Teacher should stress the idea that career planning is an individual responsibility in terms of hobby development and resources available for career planning. 4. Media - Speech: Play tapes. Discuss.	A student will complete a detailed work sheet indicating how he would go about researching a career; i.e. list ten specific resources he would use to find the details (educational requirements, working conditions, wages, chance of advancement, etc.) for a specific career. Have several students present orally a capsule run-down of their jobs they investigated. Tape record this. Write and deliver a commercial for radio selling a listener on the need for acquaintance with resource material on career planning.

CAREER PLANNING
Grades 10-12
To be developed
Factors: Information Gathering

Concept XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: a) A student will identify certain activities in the language arts area which have a definite place in the world of work.

Curriculum Considerations: Composition, speech.

Resources	Activities	Evaluations
Blank forms to be filled out	1. Composition: Fill out application blank.	Indicate how you feel certain writing skills can help you on the job.
Have employers from community give you some letters of application.		
Newspaper employment section	2. Composition: Prepare personal data sheet.	Apply for a job in writing (have an employer run a blind ad and then later have the employer read the letters of application and later perhaps come to class and say why he would or would not hire a person). Students could use false name.
Cooperating employer		
	3. Composition: Correct spelling and punctuation in a poorly written letter.	
	4. Composition - Speech: Teacher shows samples of actual letters written to apply for a job--some good and some bad--and ask students to differentiate.	
	5. Speech: Discussion--Judge applications from employer's point of view.	

CAREER PLANNING Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: a) A student will be aware of, and he will illustrate the carry-over for personal attitudes at school and work.

Curriculum Considerations: Composition, speech.

Resources	Activities	Evaluations
Individual students Personnel director from industry	1. Composition: Each student will conduct self-evaluation of: a) Attendance and tardiness b) Punching out from classes c) Assuming responsibility in a classroom. d) Behavior in a classroom--Are you attentive? Obeying rules, whether you agree or not? Do your work on time? Get along with teachers and fellow students? e) Appearance.	Hand in the paper you have written.
	2. Composition: If you have part-time employment, or have had, indicate what attitudes or behavior have to be the same on the job as in school.	
	3. Composition: What is your attitude toward school? Analyze it in writing.	
	4. Speech: Interview personnel director in which he emphasizes carry-over from school to job.	

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) A student will recognize and become aware that jobs are modified, eliminated, and created by technological and societal change, through his contact with his family and community.

Curriculum Considerations: Speech, drama, composition, media.

Resources	Activities	Evaluations
Speakers Interviews Tape recorders Guidance Counselor Television Magazines Film: "Technicians in Our Changing World" (Valiant I.M.C.)	1. Speech - Composition: Each student will ask his parents what his job is and how it has changed in the last ten years.	Given a list of jobs, rank them in the order as to which will be eliminated 1st, 2nd, etc.
	2. Speech: Interview a skilled craftsman who is in an area of work that is otherwise extinct. (Example--blacksmith, cobblers)	Create a job that you think may be useful in the future. Discussion brought forth from groups mentioned under Activity #9.
	3. Speech: Speaker on piece-work or assembly line versus a "whole project" worker.	
	4. Speech: Speaker on the retraining program of the physically handicapped or a person displaced by a machine.	
	5. Speech: Guidance counselor to speak to class, and bring in material on careers.	

Resources	Activities	Evaluations
	6. Drama: Groups of students will put on a skit showing different job problems. (Example--An employer firing an employee who is no longer needed. The problem of elderly citizens losing their jobs. The problem of long-term employees losing their jobs because of recession, etc.)	
	7. Speech: Discussion on the influence of appearance--how the "new look" may be viewed by the employers. Perchance photos and ideas of the style changes would help.	
	8. Speech: Small discussion groups, working with research information, would pursue the progress of our society; whether it is logical or illogical. Be aware of the philosophy of life. After this, the class will discuss it as a whole.	
	9. Media: Show film, "Technicians in Our Changing World." Discuss.	

WORK WORLD — Grades 10-12 — Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: a) The student will identify and justify the positive relationship between responsibility and advancement.

Curriculum Considerations: Speech, drama, literature, composition.

Resources	Activities	Evaluations
Newspapers Current books Tape recorder 16mm Film: "Your Job: Getting Ahead" (Coronet Films)	1. Composition - Speech - Literature: Make references to advancement and responsibility in relation to literature and current movies or to real life examples. 2. Speech: Pretend that you are setting up your own business. Discuss the amount of responsibility necessary and the natural evils you may meet. 3. Speech: Relate ideas discussed so far, to any part-time jobs held by some of the students (include summer jobs). 4. Media: Interview managers as to their ideas and requirements and responsibility expected of the employees. Play the interviews on tapes, during the class. 5. Media: Show film, "Your Job: Getting Ahead." Discuss.	Report or discussion on interviews. Draw up a list of your basic responsibilities at home, school, and/or an organization to which you belong. Discuss and evaluate what responsibilities are necessary to be a member of a specific club at your school--to be an officer of this club--to be president of this same club. Compare your three lists.

WORK WORLD

Grades 10-12
To be developed

Factors: Structure and Nature

Concept XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that changing job characteristics require specialized education, preparation, and training.

Behavioral Objective: a) A student will compare and contrast a specified number of job characteristics that require specialized education, preparation, and training.

Curriculum Considerations: Literature, speech, drama, composition.

Resources	Activities	Evaluations
Speaker	1. Speech: Tour the Lakeshore Technical Institute and observe the technical educational equipment.	Evaluation of the application blanks.
16mm Films: "Your Job Outlook" (Popular Science Company) "Where the Action Is" (L.T.I. Career Information Center)	2. Speech: A speaker (foreman or manager) from a factory to discuss re-training programs.	Re-cap ideas and impressions of your comparisons of a single career as presented in two different books.
Books: The Thread That Runs So True by Jesse Stuart Up the Down Staircase	3. Drama: Hold mock interviews in class to show the process followed for interviews. Point out a list of questions that should be asked.	Discussion on an individual basis concerning the resumés.
	4. Composition: Work with application blanks and be able to fill them out completely and correctly.	
	5. Composition: Write a resumé of your qualities, etc., that would be helpful in obtaining a job.	

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 204 - Understand that job obsolescence and job promotion requires worker retraining.

Behavioral Objective: a) A student will give written evidence to show that he is able to distinguish the cause and effect factors which contribute to job obsolescence. He must also conclude that these factors affect the substance and quality of a job.

Curriculum Considerations: Composition, speech, media.

Resources	Activities	Evaluations
Filmstrips: "Automation" CFS/5 (L.T.I. Career Information Center)	1. Composition: Using specific examples, define job obsolescence and promotion.	The research project will show results through the exploration, illustration, and reporting done by the student groups.
"Why Johnny Can't Get a Job" (B.A.V.I.)	2. Speech: Bring a speaker from the Rehabilitation Center to discuss retraining.	State ten causes for job obsolescence and the effect of these causes. Repeat this with ten causes and the effects involved with job promotions.
Speakers		
Newspapers		
Slides: "Looking Ahead to a Career"	3. Media: Filmstrip on retraining listed as "Automation" under Resources.	
Occupational Outlook Service, Bureau of Labor Statistics, U.S. Dept. of Labor	4. Composition: Take the want ads from a paper such as the Journal. Which jobs may be obsolete in the future? Which ones do you see retraining may be necessary for?	
	5. Media: Filmstrip as mentioned under Resources.	
	6. Media: Slide presentation listed in the Resources.	

WORK WORLD   Grades 10-12   Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 205 - Understand the adjustments necessary to maintain employment.

Behavioral Objective: a) The student will deduce that he must meet the present requirements in order to maintain his job.

Curriculum Considerations: Speech, drama, composition.

Resources	Activities	Evaluations
Speakers 16mm Films: "Getting and Keeping A Job" (Eye Gate) (L.T.I. Career Information Center) "Your Job: Good Work Habits" (Coronet Films) (L.T.I. Career Information Center) Filmstrip: "Are You Looking Ahead?" (Eye Gate)	1. Speech - Composition: Evaluate the performance between two different types of salesmen. For example: A salesman in a young man's shop compared to an insurance salesman. What type of clientel does each serve and what must his approach be?	The discussion mentioned under Activity #7 would give the student the opportunity to see that adjustments are necessary to maintain employment. With a specific job in mind, list/write what changes or adjustments you yourself would have to make to maintain this job.
	2. Composition: List ways in which you must "conform" or requirements you must meet at home and at school. Why are these important? What requirements do you think will be required in a future job?	
	3. Speech: Visit/interview with a manager of a factory, for example. Find out what regulations and restrictions are required.	
	4. Composition: Make a list of social restrictions you might encounter when working a job.	

Resources	Activities	Evaluations
	5. Drama: Role playing--the class will hold a mock interview showing employer-employee relations.	
	6. Media: Show film, "Your Job: Good Work Habits." Discuss.	
	7. Speech - Composition: Debate. Discuss the questions: "Why is it important to meet job requirements? and "Would you have to make adjustments to maintain employment?"	
	8. Media: Show filmstrip: "Are You Looking Ahead?" Discuss.	
	9. Media: Show film, "Getting and Keeping a Job."	

RATIONALE FOR FINE ARTS
Grades 10-12

The responsibilities of the educator as he relates areas of the Fine Arts to Career Education are profound. He must strive to expose students to countless opportunities and alternatives in these areas through a two-fold application of principles inherent in his discipline.

First, he should encourage the talented student to investigate career possibilities in art, music, drama, dance, films, and allied arts.

Second, and equally important, he must see that each student receives a number of experiences in the Fine Arts which will make him aware of possible avocational-leisure time activities; and, he must provide specific activities which will challenge the student with in-depth projects.

Both of these goals will assist a student in the development of a more well-rounded, enriched and satisfying life style.

Through a carefully integrated course of study, the Fine Arts curriculum can provide an opportunity for a student to develop self-awareness, self-understanding, self-direction and personal discipline.

The committee has made several observations which are of importance in the development of a curriculum as it relates to Career Development.

1. The grade level suggestions indicated under Curriculum Considerations for each objective is broad. Fine Arts curricula vary within schools as well as from school system to school system, and each educator must have flexibility to use materials which will meet his needs in the most effective manner.
2. In a number of school systems, certain Fine Arts areas may be stronger at one level than another. In such cases, there will be a need to adjust curriculum considerations to meet the needs of students within a particular discipline.
3. Because of the scope of activities and areas covered within a Fine Arts curriculum, the committee hopes that all academic areas may choose to select objectives from this section for inclusion in their curricula.
4. Co-curricular activities may wish to utilize resources and activities suggestions from the Fine Arts section of this Career Development study as they relate to specific activity areas (i.e., drama coach=self concept activities; modern dance advisor=self concept activities, etc.).

George Larsen	Sheboygan
Esther Rose	Cedar Grove
Patricia Schmidt	Two Rivers
Kenn Spatz	Two Rivers

Grades 10 - 12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objectives: 136 - Appraise and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: A student will be able to define and evaluate his own abilities, interests, attitudes, and values.

Curriculum Consideration: 10th grade - any Fine Arts area.

Resources	Activities	Evaluation
Psychologist Biographies and autobiographies Magazines Bomart Filmstrips and Records series on musicians The Composer and His Story and Music Series Filmstrips: "Dare To Be Different" Part 1: "Fitting In" Part 2: "Standing Out" "Your Personality: The You Others Know" "Do We Exist Or Live?" (Guidance Associates)	1. Class Activity: Speaker - psychologist discusses terms and relationship relative to objective. 2. Class Activity: FS/ C viewing and discussion "Dare To Be Different" a. "Fitting In" b. "Standing Out" or "Do We Live Or Exist" "Your Personality: The You Others Know" 3. Class Activity: Small groups research projects - successful people in Fine Arts area. Stress areas: a. abilities b. interests c. attitudes d. values	Each student will briefly report on 4 stress areas upon completion of Activity 5 - student-teacher oral presentation.

WORK WORLD Grades 10 - 12 To be emphasized Factors: Individual Psychological

Concept: III - Occupations exist for a purpose.

General Objectives: 174 - Understands work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective: A student will be able to explain why a leisure time activity may be an extension of his world of work.

Curriculum Consideration: 10 - 12 grades - any Fine Arts area.

Resources	Activities	Evaluation
Parents Peer group Family friends Community Faculty Filmstrip: "Leisure Time" series "Work for What" "Have You Tried" "Leisure On A Shoestring" (Eye Gate) SRA Guidance Series #8 "Enjoying Leisure Time" (Science Research Associates)	1. Class Activity: Class will view and discuss filmstrips as teacher determines. 2. Individual Activity: Each student will interview 5 persons to determine the relationship of leisure time to their world of work (i.e., is the work related to leisure time activity?; is leisure time an extension of work?; is leisure time activity entirely foreign to world of work?; why was leisure time activity chosen in preference to another activity?; etc.).	Each student will write a brief statement comparing his leisure time and vocational endeavors (student vocation = high school).
	3. Class Activity: Each student will contribute to a chart which will be a composite of data collected in activity.	
	4. Teacher Resource: "Enjoying Leisure Time" - background material for student discussions and teacher comment.	

Concept: V - Work means different things to different people.

General Objectives: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: A student will be able to explain how one's occupation can influence leisure time activities.

Curriculum Consideration: 10th grade (follow-up in 11 and 12) - Fine Arts areas.

Resources	Activities	Evaluation
Bell Telephone Company Films (i.e. Van Cliburn, Leonard Bernstein, etc.) Local artists: painters musicians writers	1. Class Activity: Interview performers in any fine arts area who perform as professionals (small groups).	Teacher evaluation of class discussion and individual contributions.
Newspaper critic Filmstrip: "Have You Tried" - from "Leisure Time" Series (Eye Gate)	2. Class Activity: Discussion regarding material compiled in #1: a. occupations b. influences on life style 1) hours of work per day 2) days worked during week 3) time worked during day 4) financial potential 5) controls by power groups (i.e., unions, AMA, ABA, NEA, WEA, etc.).	
	3. FS/ C viewing and discussion "Have You Tried" from "Leisure Time"Series.	

WORK WORLD Grades 10 - 12 Factors: Individual Psychological
To be emphasize

Concept: V - Work means different things to different people.

General Objectives: 181 - People work for different reasons and for different rewards.

Behavioral Objective: A student will list at least three examples of jobs (skills)
b) that could be used in either vocational or avocational activities.

Curriculum Consideration: High School Art - units on ceramics, graphics, painting.

Resources	Activities	Evaluation
Potter's Studio Commercial Artist's Studio Filmstrip: "Careers In The Graphic Arts" (FS/ R #74)	1. Class Activity: Visit a pottery studio (i.e., Abraham Cohen, North 3rd St., Milwaukee; potter in local community or nearby town).	Each student will select one of the following topics and write a brief statement of vocational and avocational possibilities of skill: a. pottery and potting b. silkscreen process
	2. Class Activity: Each student will build a coil-built or wheel-thrown pot.	
	3. Class Activity: Each student will develop and complete a silk screen project.	
	4. Class Activity: Discussion on relationship of Activities 2 and 3 as vocational and avocational activities.	
	5. Class Activity: View and discuss "Careers In The Graphic Arts".	

CAREER PLANNING Grades 10 - 12 To be emphasized **Factors:** Training and Education

Concept: VI - **Education and work are interrelated.**

General Objecties: 154 - **Accept the concept of continuous education and training for enhancing and effecting one's career development potential.**

Behavioral Objective: **A student will be able to evaluate the effect of continuous education and training on career development potential.**

Curriculum Consideration: **11, 12 grades - any Fine Arts areas.**

Resources	Activities	Evaluation
Private teachers Peer group High school teachers 16MM Films: "Jobs and Continuing Education" (McGraw-Hill) "You Can Go A Long Way" (Encyclopedia Brittanica) Filmstrips: "High School Course Selection - Your Career" "Jobs for High School Students" (Guidance Associates)	1. **Class Activity: Survey: "What is continuous education?" Contact resource persons in community and ask their opinion - look for such answers as workshops; clinics; travel-tours; field trips; private and public class situations, etc.**	**Teacher observations of class discussion.**
	2. **Class Activity: Discuss results of survey.**	
	3. **Class Activity Discussion: How does continuing education apply directly to the world of work?**	
	4. **Individual Activity: Student will list experiences within family group which have affected his outlook in a particular class (i.e., student discusses concert attended in major city during music class; visit to art museum in art class; etc.).**	

Concept: VII - Individuals differ in their interests, abilities, attitudes, and values.

General Objective: 86 - Understand the impact of other person' feelings and values and its relationship to one's own.

Behavioral Objective: The student will demonstrate a skill that will allow him to gain praise from his peer group.

Curriculum Consideration: An art unit for the end of the school year.

Resources	Activities	Evaluation
Pictures Art Books Magazines Attend exhibits Student sketch book Filmstrip: "Careets in the Fine Arts: Painter/ Sculptor" (FS/ R 47)	1. During the last month of school, a student will select a media he has worked in during the year and will develop it further. Selection: Paper mache' Clay Wood Drawing Weaving, etc.	Complete the project which in turn will enable him to gain praise from his peers.

WORK WORLD — Grades 10 - 12 To be emphasized — Factors: Social-Economic-Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 188 - Take into account the extent to which technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: A student will be able to explain how technological change has affected job possibilities in one specific area.

Curriculum Consideration: 7 - 12 grades - Art (farm oriented class).

Resources	Activities	Evaluation
Farm statistics John Stuart Currey print	1. Class Activity: Class will view and discuss John Stuart Currey painting "The Line Storm" (Madison artist-in-residence). a. What story does the picture relate? b. Are their similarities in this picture and the school's locale? c. What are the conditions portrayed in the picture?	A student will explain technological changes in farming, especially haying.
	2. Class Activity: Discussion of haying. a. What are haying techniques used today? b. What were haying techniques during time portrayed in the picture? c. How many in class live on farms? - How is haying done at their farms? - How large are farms? - Are there any "hands" employed or is all work done by family members?	
	3. Class Activity: Discussion of "sun-down" farming (avocation farming). a. time needed to be effective b. costs of equipment	

WORK WORLD Grades 10 - 12 To be emphasized Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 191 - Understand that specialization is a process of continuous scientific and technological advances.

Behavioral Objective: A student will be able to explain the relationship between job descriptions and technological advances.

Curriculum Consideration: 11, 12 grade - any Fine Arts area.

Resources	Activities	Evaluation
Department of Labor Local Employment Office Local Businessmen	1. Class Activity: Students will develop a survey which studies jobs, functions, and recent changes necessary because of technological advances.	Evaluate student reaction to data studied and compiled in activities.
Kits: Occupational Exploration Kit College Occupational Exploration Kit (Science Research Associates) (L.T.I. Career Information Center)	2. Class Activity: Small groups will survey local business and industry organizations and small one or two men businesses with instrument developed in Activity 1.	
	3. Class Activity: Students will compile information collected by small groups in Activity 2 and draw conclusions as to the relationship of sam (i.e., music teacher orders music from local music dealer, who, in turn orders from larger dealer, who orders from publisher, who mails to local dealer, etc.,).	

SELF

Grades 10 - 12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objectives: 146 - Recognize and accept the influences of many factors on career development (peers, family, significant adults, community, geography, economics, etc.).

Behavioral Objective: A student will analyze his interests in the light of influences of his home, his peers, his church, and society.

Curriculum Consideration: 10 - 12 grades - Any Fine Arts Area.

Resources	Activities	Evaluation
Filmstrips: "High School Course Selection and Your Career" "Dare To Be Different" "Do We Exist or Live?" (Guidance Associates)	1. Class Activity: FS/ C viewing and discussion - Students will relate orally or write about factors in his home, within peer group, from his church and society which might "steer" him toward a particular career.	Class discussion: Question - Which directives on the part of home, church, peers, society, etc. are in conflict with interests and desires of students?
	2. Individual Student Activity: List occupations which might be enjoyable to him and contrast similar list which might be unpleasant.	

SELF

Grades 10 - 12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objectives: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: A student will be able to give examples of compromises between social and individual needs in career development.

Curriculum Consideration: 10th grade - any Fine Arts area.

Resources	Activities	Evaluation
Peer Group Personnel manager (local business) Private secretary	1. Class Activity: Class will obtain consensus of needs of society and needs of individual as they relate to that class.	Groups within class will demonstrate "do's" and "dont's" of dress, manners and
Filmstrips: "Reflections of Myself" (Guidance Associates) "Personal Commitment: Where Do You Stand?" (Guidance Associates) "Failure: A Step Toward Growth" (Guidance Associates)	2. Class Activity: FS/ C viewing and discussion: "Reflections of Myself" or "Personal Commitment: Where Do I Stand?" and "Failure: A Step Toward Growth"	discussion: How does class arrive at a compromise as regards to a student dress code? (teacher will evaluate student contributions).
	3. Class Activity: Review and update Activity 1 following viewing of activity 2 FS/C.	
	4. Class Activity: Compile list of compromises which have been established within school and community a) hair styles b) clothing styles c) personal grooming d) personal habits (gum chewing, combing hair in public, etc.)	

WORK WORLD   Grades 10 - 12   Factors: Individual Psychological
To be emphasized

Concept: X - Environment and individual's potential interact to influence career development.

General Objective: 193 - Understand and accept that individual abilities will determine in part the level of attainment in a given career area.

Behavioral Objective: A student will list career opportunities in proper sequence as they relate to the development of an individual's potential.

Curriculum Consideration: 10 - 12 grades - any Fine Arts area.

Resources	Activities	Evaluation
Kuder Interest Inventory L.T.I. Media Center Davis Vocational Test General Aptitude Test Battery Books: *Your Career If You're Not Going to College* Kits: Occupational Exploration Kit College Occupational Exploration Kit (Science Research Associates) Filmstrips: "Personal Commitment: Where Do You Stand?" "Reflections of Myself" (Guidance Associates)	1. Class Activity: Students will view and discuss "Personal Commitment: Where Do You Stand?" and/or "Reflections of Myself" 2. Class Activity/Individual Activity: Class and/or individual takes Kuder Interest Inventory, Davis Vocational Test and study result from evaluations completed. 3. Class Activity: Students make objective evaluation of their abilities and career possibilities. 4. Class Activity: Small groups compare occupations at different levels (i.e., practical nurse, registered nurse, supervisor of nurses: piano teacher (private), jazz pianist, concert pianist; singing for fun, singing teacher, singing professionally; etc.).	Small group panel discussion.

CAREER PLANNING

Grades 12
To be emphasized Factors: Information Gathering

Concept: X - Environment and individual potential interact to influence career development.

General Objectives: 127 - Understand that a person's mental and physical health are affected by career choice.

Behavioral Objective: Given a challenging situation in an occupation, the student will explain how a person's mental and physical health can be affected as a result of his reaction to it.

Curriculum Consideration: 12th grade - Art; 12th grade - typing.

Resources	Activities	Evaluation
Teacher Peers Mental health expert Doctor	1. Class Activity: Discussion - What are mental and physical health?	Teacher will evaluate students' understanding of relationship of nervousness and stress to effectiveness in occupation and career development, and how constant stres may affect mental and physical healt
	2. Class Activity: Guest Speaker - topic: What are mental and physical health and how are they related to an individual's actions in the world of work?	
	3. Individual Activity: a. student teacher presents project to a mentally retarded student/class b. student paints a designated area carefully and flawlessly - time limit: 30 seconds c. student types 90 words per minute for 15 minutes	

WORK WORLD

Grades 10 - 12
To be emphasized

Factors: Individual Psychological

Concept: XI - Occupations and life styles are interrelated.

General Objective: 196 - Understand that leisure time and avocational activities can compliment work as a means of self expression.

Behavioral Objective: A student will be able to explain why leisure time and avocational activities may become a means of self-expression.

Curriculum Consideration: 10 - 12 grades - any Fine Arts area.

Resources	Activities	Evaluation
Speakers from community Filmstrips: "Time To Be Yourself" (Guidance Associatates)	1. Class Activity: Class will briefly redefine "life-style", stressing both vocational and avocational activities and their relationship.	Teacher observations of student responses in class situations.
	2. Class Activity: Class will invite guest speaker with outstanding success in an avocational area (i.e., actor, flower fancier, amateur musician, furniture restorer, antique collector, painter, etc.).	
	3. Class Activity: Small groups will visit and interview advisors for service groups and youth clubs (i.e., Jr. Achievement, Big Brothers, Big Sisters, Youth Service groups, etc.) to discover their reasons for serving in advisor capacities.	
	4. Class Activity: View and discuss FS/C "Time To Be Yourself".	

CAREER PLANNING

Grades 10 - 12
To be emphasized

Factors: Training & Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 160 - Realize that within a given career area there is a wide range of opportunity to meet the need of many types of individuals.

Behavioral Objective: a) After assembling a collage of a limited color range, a student will explain how his abilities can effect success or failure within a chosen area.

Curriculum Consideration: Grades 10 - 12 - Art.

Resources	Activities	Evaluation
Color blindness test Art materials - paper and paint	1. Individual Activity: Student will essemble collage entirely of various BLACK paper.	Teacher will evaluate student projects.
	2. Class Activity: Students will discuss individual efforts in collage construction (i.e., sensitivity to color, texture, shades, etc.).	
	3. Individual Activity: Student will create an imaginative design (using poster paints) of analagous colors.	
	4. Class Activity: Students will discuss individual efforts at design development with analogous colors.	
	5. Class Activity: Discussion of color blindness and its effects as they are related to particular occupations (i.e., advertising, fashion design, etc.).	

CAREER PLANNING

Grades 10 - 12
To be emphasized

Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 160 - Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective: b) A student will complete a poster which identifies art-related occupations.

Curriculum Consideration: 10 - 12 grades - Art.

Resources	Activities	Evaluation
Filmstrips: "Art Careers in Advertising" (FS/R #48) "Careers in Illustration" (FS/R 352)	1. Individual Activity: Student will construct a "cluster" poster with the word ART as its center; arms moving out from center will suggest occupations which are art-related.	Teacher/peer group observations and evaluation.
"Careers in Fashion Design" (FS/R #51) "Careers in the Fine Arts: Painter and Sculptor" (FS/R #47)	2. Class Activity: Students will display their posters and judge each other for their effectiveness, creativity, imagination, etc.	
	3. Individualized Study: Students will view filmstrips at their leisure for additional information.	

CAREER PLANNING   Grades 10 - 12   Factors: Information Gathering
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: A student will identify his talents and list five vocations in which these talents could be used.

Curriculum Consideration: 11, 12 grades - any Fine Arts area.

Resources	Activities	Evaluation
Books: Dictionary of Occupational Titles Filmstrips: "Careers in the Fine Arts" "Choosing Your Career" (Guidance Associates) Kuder Preference Record Occupational Interest Inventory General Aptitude Test Battery	1. Student Activity: Through tests, etc., student will collect a representative list of his talents and abilities and personal characteristics as described in test results. 2. Class Activity: View and discussion of "Choosing Your Career" Stress area: job opportunities as they relate to material collected in Activity 1. Fine Arts areas and vocational opportunities. 3. Student Activity: Determine job alternatives using Activity 1 as a basis.	Student will list talents and abilities and job opportunities which use the same.

CAREER PLANNING

Grades 10 - 12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choice.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: A student will be able to give examples of educational decisions which may have a positive or negative impact on his career opportunities.

Curriculum Consideration: 11, 12 grades - any Fine Arts area.

Resources	Activities	Evaluation
Filmstrips: "If You're Not Going to College" (University of Minnesota) "Leisure Time" Series: "Work for What" (Eye Gate)	1. Class Activity: View and discuss filmstrips: "Who Should Go To College" "If You're Not Going To College" "Work for What" "Jobs for High School Students"	Teacher observations on student contributions.
"Who Should Go To College" "Jobs for High School Students" (Guidance Associates)	2. Class Activity: Evaluate courses of study in high school as they relate to job and leisure time opportunities.	
Guidance Personnel		
Guest Speakers	3. Class Activity: Small groups develop situations (specific) which will demonstrate the affects of education on an individual's career.	
	4. Class Activity: Guest speaker/(s): Students provide topic and follow speech with question and answer period.	
	5. Individual Activity: Individual views and writes brief report on FS/C "Who Shoud Go To College" as it relates specifically to him.	

WORK WORLD

Grades 10 - 12
To be emphasized

Factors: Social-Economic-Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 199 - Understand the direct and indirect influence exerted upon the nature and structure of work by a) laws, b) labor-management, c) professional associations, and d) licensing requirements.

Behavioral Objective: a) A student will be able to list direct and indirect influences on a vocation.

Curriculum Consideration: 11, 12 grades - any Fine Arts area.

Resources	Activities	Evaluation
Printed Materials from Career Planning Resource Center Department of Labor Local Employment Service Kits: College Occupational Exploration Kit Occupational Exploration Kit (Science Research Associates)	1. Individual Activity: Each student will select one vocation and research (in-depth) the requirements for: a. laws restricting or protecting vocation/worker b. labor-management outlook c. professional associations - the advantages and disadvantages d. local, state, national licensing procedures and requirements.	Effectiveness of chart.
	2. Class Activity: Chart will be compiled including data secured in Activity 1.	

SELF

Grades 10 - 12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: A student will compare four vocations as they relate to
a) educational requirements and career opportunities.

Curriculum Consideration: 10th grade (follow-up in 11 and 12) - all Fine Arts areas.

Resources	Activities	Evaluation
High School and L.T.I. Career Information Center Occupational Outlook Handbook Wisconsin Employment Office Guidance Office, High School Books: *Dictionary of Occupational Titles* Library Filmstrips: "High School Course Selection and Your Career" (Guidance Associates) Kits: Occupational Exploration Kit (Guidance Associates) College Occupational Exploration Kit (Science Research Associates) Interest Inventory	1. Class Activity: All class members take an "Interest Inventory" and study results. 2. Class Activity: FS/C: View and discuss. 3. Class Activity: Guest Speaker/s (Fine Arts persons when possible); Topic: Career Opportunities and Educational Requirements. 4. Individual Activity: Each student will select four areas in the work world which interest him and research (i.e., educational requirements, opportunities for advancement, financial security, work environment, etc.). 5. Class Activity: Students will discuss results of Activity #4.	Teacher will check research projects and evaluate contributions of students in class discussions.

SELF

Grades 10 - 12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objectives: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: A student will select and list three occupations in which
b) he has an interest and for which he feels qualified.

Curriculum Consideration: 12th grade - Art.

Resources	Activities	Evaluation
Filmstrips: "Careers In the Fine Arts" (FS/ C - #47) "Choosing Your Career" (FS/ C - #34) "Careers in Illustration" (FS/ C #52) (Educational Dimensions Corp.) Kits: Occupational Exploration Kit College Occupational Exploration Kit (Science Research Association)	1. Class Activity: FS/ C or R: class viewing and discussion. Main stress: art and its related fields (i.e., occupational therapy, nursing and therapy, teaching, commercial art, etc.).	Student will write short report, giving specific examples as to why student feels he has an interest in particular vocations and why he feels qualified.

CAREER PLANNING

Grades 10 - 12
To be developed

Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: A student will identify his personal attitudes which may affect his employability.

Curriculum Consideration: 10 - 12 grades - any Fine Arts area.

47

Resources	Activities	Evaluation
Faculty from Fine Arts	1. Class Activity: View film "Personal Qualities for Job Success"' follow with class discussion.	Teacher will study individual lists of each student and compare to his responses in class discussions.
Professionals in Fine Arts from the community		
16MM Films: "Personal Qualities for Job Success" (Coronet)	2. Class Activity: FS/C "Your Personality: The You Others Know". Use guide book for questions and class discussion; bigin to aim for some objective individual evaluation.	
Filmstrips: "Choosing Your Career" "Your Personality: The You Others Know" (Guidance Associates)		
	3. Class Activity: Establish specific situations and select students for role play (i.e., the show-off talking to his foreman; the mousey person who is afraid to assert himself; etc.).	
	4. Individual Activity: Each student will make an honest evaluation of his personal attitudes on subjects established (in advance) by entire class - make written list (keep for future reference).	
	5. Individual Activity: Each student will relate attitudes established in Activity #4 to possible employment situations.	

WORK WORLD

Grades 10 - 12
To be developed

Factors: Structure and Nature

Concept: XV - Individuals are responsible for their caree planning.

General Objective: 202 - Recognize that there is a relationship between academic advancement and willingness to accept responsibility.

Behavioral Objective: A student will give examples of the relationship of individual responsiblity to vocational advancement.

Curriculum Consideration: 10 - 12 grades - any Art area.

Resources	Activities	Evaluation
16MM Film: "Choosing Your Occupation" (Coronet) "Job Opportunities" (Encyclopedia Brittanica) Career Series (Halewyn Films)	1. Class Activity: Students invite guest speaker (personnel manager) - stress area: advancement and personal responsibility and how they are related.	Short reports by students - 2 to 3 minutes.
Local Personnel Managers Filmstrips: "Careers in Photography" "Careers in Advertising" "Careers in Television" "Careers in Film Making" (Educational Dimensions Corporation)	2. Class Activity: Small groups interview local business and industry executives and professional persons (i.e., music store manager, orchestra leader, commercial artist, advertising agency; minister of music, etc.). Stress area: advancement and personal responsibility (willingness to work, willingness to work, willingness to consider additional education, etc.,).	
	3. Individual Activity: Student may view FS/C of special interest to him.	

CAREER PLANNING Grades 10 - 12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics are and individuals must be flexible in a a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: A student will be able to list technological and societal b) changes which may effect job opportunities.

Curriculum Consideration: 11, 12 grades - any Fine Arts area.

Resources	Activities	Evaluation
Guest speakers Interviews Guidance Counselors Tape recorders	1. Class Activity: Group discussion on the topic - "What effect would the elimination of art, music, and drama from the school curriculum have on your life style and on society?" a. immediately b. in 5 years c. in 10 years 2. Class Activity: Guest speakers - talk to the class on changes in business and industry which effect the Fine Arts directly or indirectly a. TV professional - closed circuit TV b. Music Teacher - private vs. electronic teaching, etc. 3. Class Activity: Guest speaker - Guidance Counselor to discuss changes in educational requirements as a result of technological trends in business, industry and education - their relationship to the Fine Arts. 4. Class Activity: Political influences on technological trends a. Federal aid to education b. Title programs c. Federal and private aid to performing arts.	Each student will write a brief statement and submit to the teacher for evaluation.

FOREIGN LANGUAGE RATIONALE

GRADES 10-12

The career oriented curriculum in Foreign Language is not a replacement of existing programs, but rather another aspect of Foreign Language instruction. Though the audio-lingual-visual teaching techniques do facilitate acquisition of necessary language skills, they do not guide students into appropriate occupations that involve foreign languages. Keeping the students' educational capacities and abilities in mind, the following guidelines are suggested to help implement career education as another phase of the total foreign language curriculum.

Three-Week Participant

Chuck Ingelse - Cedar Grove

FOREIGN LANGUAGE

Grades 10-12
Foreign Language

RE: activities/occupational possibilities

An attempt has been made to derive activities for the classroom, relative to those occupations listed below that can and do involve foreign language usage. Not all activities have been incorporated into guide form. Several are listed for teacher use in order to have the students use the language in question in an actual life-situation.

Occupations that can use foreign languages.

airline stewardess
bilingual secretary
book dealer
buyer
civil service worker
consul
commercial worker
commercial attache
customs inspector
diplomat
exporter
foreign collection clerk
correspondent
government service worker
immigration inspector
intelligence officer
hotel manager
interpreter
international publisher
musician
librarian
linguist
lawyer
missionary
music librarian
physician
music teacher
anthropologist
essayist, author
foreign exchange clerk
medical assistant
actor, actress
teacher
stenographer

radio announcer
radio monitor
researcher
social worker
secretary
trade magazine publisher
travel bureau supervisor
translator
salesman
UN worker: clerk, interpreter, proofreader, secretary, summary reporter, summary recorder, translator, verbatim reporter
armed services
business and industrial firms with an international market or connections
foreign governments and foreign business firms
international agencies and organizations
UN organizations and agencies
US Govt. Dept. of defense, international cooperative administration
US information agency
American Red Cross, International Rescue Mission
composer
foreign correspondent service
foreign news interpreter and translator
messenger
historian
travel guide
travel agent
information clerk
dramatic coach
export clerk

SELF

Grades 10-12
To be developed

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 139 - Respect a person's occupational choice.

Behavioral Objective: a) Analyze in depth the psychological and social makeup of the migratory segment of the Chicanos.

Curriculum Considerations: Advanced first level, second level.

Resources	Activities	Evaluation
Chicano speakers Visit industry having migratory work force (Krier's Cannery and Preserving Co., Belgium) Wisconsin State Employment Service Statistical information and background information.	1. Discuss with appropriate personnel (i.e.; investigate fully) the life, social structure, and ways of "being" of the migratory Chicano. Find out why he does what he does. Prepare in written report form.	Teacher judgment of written material presented and places visited. Background research essential. Material is presently scarce.

SELF

Grades 10-12
To be developed

Concept: V - Work means different things to different people.

General Objective: 142 - Appreciate that individual and social needs can be met through work.

Behavioral Objective: a) Establish rapport between interviewer and newly arrived foreign speaking personnel.

Curriculum Considerations: Second level.

Resources	Activities	Evaluation
Research "Welcome Wagon" work in Milwaukee area.	1. Set up "Welcome Wagon" situation for recent foreign arrival using various social levels.	Subjective consideration
Area Welcome Wagon volunteer workers.	Real or actual individuals will add to the effect.	Teacher questions person interviewed.
People who have used Welcome Wagon services.		

WORK WORLD

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) Chart the increasing employability scope that diversified but relevant education can provide in specific job areas.

Curriculum Considerations: Advanced first level, second level.

Resources	Activities	Evaluation
Guidance Dept. Material Dictionary of Occupational Titles Occupational Outlook Handbook Career Information Service (New York Life)	1. Select an occupation and determine education necessary for it. Diversify educational background and chart the added occupational opportunities that additional education can and does provide. Expand chart to level you think you can attain.	Charts, graphs, classroom discussion of findings.

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: a) Demonstrate: 1) use of job source material and
2) the related interview.

Curriculum Considerations: Any level, with appropriate use of foreign language level.

Resources	Activities	Evaluation
Ads, Guidance Dept. brochures Instructional Media Center Wisconsin State Employment Service Appropriate film-strips	1. Report orally and in detail about finding a specific job. Try to land that job through interview conducted in class. Partners can play reversed roles.	Classroom demonstration using interview. Consider scope of job source material considered and overall approach in interview technique.

CAREER PLANNING

Grades 10-12
To be developed

Concept: VI - Education and work are interrelated.

General Objective: 153 - Accept the concept of continuous education and training
154 through on-the-job experience.

Behavioral Objective: a) Realize and evaluate increase in personal competency in repeated instructional activity.

Curriculum Considerations: Any level.

Resources	Activities	Evaluation
Teacher Personal text or relative material	1. Select a set of materials that student can teach to non-language study group. Repeat this assignment several times. Have student analyze his own progress. Discuss his reactions to this experience.	Personal evaluation in form of essay or critique. Experienced staff appraisal is most valuable. Watch for increasing personal confidence in presenting material.

Grades 10-12
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 185 - Understand that continuous education and training will enchance one's career development potential.

Behavioral Objective: a) Identify actual training and education necessary for advancement in specific career.

Curriculum Consideration: Second level.

Resources	Activities	Evaluation
Specific relative community members of advanced occupational standing: i.e., personnel managers, executive vice-presidents, shop foremen, etc.	1. Select 2 or 3 willing individuals of advanced occupational standing. Interview them as to education and training or retraining that was necessary for the position that they now hold.	Class interview and discussion. Could be followed with true, false or listing test for recall.

SELF

Grades 10-12
To be developed

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: a) List and examine career interest areas. Assess personal makeup relative to occupations listed.

Curriculum Considerations: First level.

Resources	Activities	Evaluation
D. O. T. S.R.A. materials Guidance dept. personnel and resource material	1. Have student list series of occupations. List only those of interest. Indicate both positive and negative aspects of each occupation. Then make a chart listing those occupations along with your personal positive and negative attributes appropriate to each of the occupations.	Check lists and guidance test findings. (Student awareness is crucial.) Compare student career choices with actual as well as self-assessed abilitie

WORK WORLD

Grades 10-12
To be emphasized

Concept: IX - Job specialization creates interdependency.

General Objective: 190 - Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective: a) Improve understanding of Chicano problems in the work world.

Curriculum Considerations: Any level.

Resources	Activities	Evaluation
Krier Canning & Preserving Company	1. Field trip to Krier Co. involving interview with Personnel Director.	Discuss experience and list specific reactions and conclusions. Check for indications of increased understanding and tolerance of target group.
Wisconsin State Employment Service speaker of Chicano background.	2. Hold discussion with Chicano personnel of Wisconsin State Employment Service, Sheboygan.	

SELF

Grades 10-12
To be developed

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 146 - Recognize and accept the influences of many factors on career development.

Behavioral Objective: a) Identify life style and scope of work of "Project Hope" or other similar world philanthropic agencies.

Curriculum Considerations: Second level, third level.

Resources	Activities	Evaluation
Propaganda of agency in question	1. Research "Project Hope" or similar agency. Be thorough. Specify type of work undertaken and geographical areas covered, etc.	Consult personne having actual related experience.
Community Organizations		
Instructional Media Center		Examine material sent by agency.
Department of Public Instruction	2. Identify and define the needs and problems of the Chicano Population. Isolate areas of difficulty for them. Identify and evaluate corrective measures, both attempted and proposed.	Classroom discus sion or essay.
Wisconsin State Employment Service		Check perception and depth of com prehension of specific problem Check number and types of resourc for accuracy.
Government Printing Office materials		
Appropriate speakers		

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: Assess job potential in given area student chooses.

Curriculum Considerations: Third level, advanced second level.

Resources	Activities	Evaluation
Chamber of Commerce Want Ads Guidance Dept. Material Wisconsin State Employment Service Placement Offices U.S. Dept. of Labor Material	1. Choose an area of the country in which you wish to work. Use foreign country if so desired. Investigate the job potential involving foreign language in that area. Prepare findings in written form.	Written report for possible classroom presentation. Check for diversification of job sources and thoroughness of investigation.

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 194 - Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective: a) Evaluate need for contentment with occupation.

Curriculum Considerations: Any level.

Resources	Activities	Evaluation
Willing individuals from any career or level of employment	1. Listen to happily employed individuals who are willing to discuss their unhappiness in other positions previously held. Stress need to be satisfied in what one is doing.	Classroom discussion

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Identify and experience desirable traits for legal profession.

Curriculum Considerations: All levels, assigning parts to appropriate capacities.

Resources	Activities	Evaluation
Legal terminology and procedural information source. Lawyer and court-related personnel on consulting basis.	1. Devise and present a court case with all relevant personnel and case material. Teacher must act as coordinator. Any or all classes can be used. Though the lawyer is the center of attention in this activity, other phases of the legal profession can be emphasized.	Classroom presentation with discussion and listing of those traits both good and bad that relate to a lawyer. (This activity can serve to satisfy several ends.

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 162 - Experience several occupational tasks he could perform or learn to perform.

Behavioral Objective: a) Observe and assess the role of translator in court case.

Curriculum Considerations: Third level, advanced second level.

Resources	Activities	Evaluation
Any relevant court proceeding that would involve foreign language.	1. Attend a court case in which the services of a translator are needed. Evaluate the nature of that position. Conduct an interview with the translator is possible.	Classroom discussion centering around the degree of responsibility, critical position.
Court translater or interpreter		Language proficiency needed.

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 162 - Experience several occupational tasks he could perform or learn to perform.

Behavioral Objective:

Curriculum Considerations: All levels.

Resources | Activities | Evaluation

BELOW ARE LISTED SEVERAL CAREER ORIENTED CLASSROOM ACTIVITIES THAT CENTER AROUND SPECIFIC OCCUPATIONS INCLUDED ON A SEPARATE LIST.

1. Perform musical material composed by Spanish individuals.
2. Research foreign country's influence in world of music.
3. Using a foreign language newspaper, prepare discussion on:
    a. differing political points of view,
    b. usage of commercial art in ads, etc.,
    c. nature of want ads,
    d. "As they see the US".
4. Set up employment agency using foreign ads.
5. Investigate criminal activities in foreign country and expand on that country's attempt to deal with dope problems and so on.
6. In advanced classes, prepare program of entertainment in Spanish that could be presented to other classes and still be understood.
7. Skit--customs official with appropriate props.
8. Anthropological contributions of foreign country.
9. Put on a foreign language production--large group.
10. Prepare a foreign language composition as reaction to controversial topic.
11. Design a trip with all aspects relative to the foreign country travelled in.
12. Analyze minority group problems of foreign country (if applicable).
13. Skit--traffic problem with appropriate personnel and foreign language conversation.
14. Skit--office receptionist meeting several problems head-on.
15. Social situation--help a person new to this country and local understanding in those situations that may be different from those in native country.
16. Try shorthand in Spanish or other target language.
17. Sell anything anyway.
18. Prepare business letter in formal manner with appropriate mechanics.
19. Conduct employment agency interview, putting emphasis upon different social backgrounds.

CAREER PLANNING

Grades 10-12
To be developed

Concept: XII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: a) Investigate several employment possibilities in order to identify specific education necessary for a specific position involving foreign language.

Curriculum Considerations: Second level, advanced first level.

Resources	Activities	Evaluation
Community agencies and businesses Personnel Managers	1. Interview personnel managers of several businesses or agencies to identify specific educational needs relative to a position that would involve the use of a foreign language. Consider the possibility of having to climb job ladder with educational background necessary for each step.	Formal written report in chart form, listing company, and position with respective educational requirements.

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) To locate and catalog all foreign language material relative to career planning.

Curriculum Considerations: First level, to be a continued process.

Resources	Activities	Evaluation
Instructional Media Center	1. Locate, classify and catalog all resource material relative to career planning that would involve foreign language use. Be thorough and all-inclusive.	Short answer and/or identification test.
Guidance library or area containing career information		Guidance department is of extreme importance.

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 169 - Base his career plans on accurate and pertinent information

Behavioral Objective: a) Ascertain potential foreign language usage in given geographical area.

Curriculum Considerations: First year level, more detailed in third level.

Resources	Activities	Evaluation
Community businesses and agencies: i.e., courts, Police department, Hayssen's Plant (Sheboygan), Wisconsin State Employment Service.	1. Interview community business and agencies and prepare written report indicating the specific nature and extent of the problems they have that involve foreign production and personnel problems.	Classroom presentation of written report along with supportive discussion. Check scope of investigation listing specific businesses and personnel problems.

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: a) Identify and evaluate personality traits and attitudes in relationship to business world.

Curriculum Considerations: First or second level.

Resources	Activities	Evaluation
Community agency and/or business personnel Students, education personnel Personality inventory Guides	1. Select a number of persons you know well and analyze in writing their positive and negative factors and attitudes. As their prospective employer, choose one as your new employee, writing an in-depth analysis of your choice.	Essay or written report in list form, listing positive and negative factors. Check for depth of understanding and thoroughness of personality trait development.

HOME ECONOMICS RATIONALE
Grades 10-12

In our everyday changing society a need for self identification and direction is of paramount importance. Therefore the ideas set fourth have been developed to help the individual know himself and the opportunities present to him in this society.

This is only meant to be a guide, not a detailed curriculum, and can be incorporated as the instructor finds applicable to his/her individual situation.

Two-Week Participants:
Judy Stygar - Two Rivers

Three-Week Participants:
Carol Witt - Sheboygan
Joyce Frings - Sheboygan Falls

SELF

Grades 11-12
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 75 - Recognize responsibility for self direction.

Behavioral Objective: The student will be able to explain the need for responsibility of self direction.

Curriculum Considerations: 11-12 Marriage and Family Living.

Resources	Activities	Evaluations
Library	1. Discuss and define self direction.	
	2. List people that students recognize as self-directed. Discuss with them.	Write an essay on how you are self directing and the responsibilities this includes.
16mm Films: "It's Your Move" "My Life to Live" (Coronet Films)	3. Write a short paper on one day--Make a list of things you did showing self-direction. Explain why you did them.	
"Where do I go from Wherever I am?" (NEWIST) "Vocational Decisions" (Society for Visual Education)	4. Film-"It's Your Move: Decisions for Discussion." (part of activity) After all the films have been shown have panel discussion bringing out the important points made in each. Film-"My Life to Live." Film-"Vocational Decisions" Film-"Where do I go From Wherever I am."	

SELF

Grades 11 or 12
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: (a) The student will understand his own interest, ability, attitude and values.

Curriculum Considerations: Family Living - 11 or 12.

Resources	Activities	Evaluation
Individual Experiences Mass Media (TV, radio, etc.)	1. Write a description of the type of person you are looking for as a lifetime partner. Discussion will follow.	Evaluate the students activities.
	2. Panel discussion on the affects of different family values.	
	3. Make a survey of various TV programs analyzing the validity of the family structure portrayed.	Randomly speaking to individual students.

SELF

Grades 11 or 12
To be Emphasezed

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: The student will be able to evaluate his strengths and limitations.

Curriculum Considerations: Family Living 11 or 12.

Resources	Activities	Evaluation
Film: "Aptitudes and Occupations" Filmstrip: "Vocational Decisions" (FS/R12)	1. After film and/or filmstrips discuss the effects of your strengths and limitations to your choice of a life style.	Teacher discuss with each student his self-evaluation.
Guidance Counselor	2. Talk by counselor on limitations affecting careers.	
	3. Fill out forms (self-evaluation inventory).	

SELF

Grades 10-12
To be emphasized

Concept II - Persons need to be recognized as having dignity and worth.

General Objective: 77 - Establish positive regards toward oneself.

Behavioral Objective: (a) Given an introduction to the concept of "love" as defined by psychologists, the student will integrate the idea of self love into his self concept.

Curriculum Considerations: Guidance, home ecomonics, health or religion.

Family Living 11-12

Resources	Activities	Evaluation
Books: Art of Loving by Erick Fromm Varieties of Love by Herbert Kubly Self and Self Realization by Sigman Freud	1. Define "love as psychologists use it and compare with student definition of love.	Teacher evaluation of discussion and/or student's paper.
Booklet: "Discovering Yourself" (Science Research Associates) Junior Guidance Series and/or Guidance Series (Science Research Associates) Adult student admires	2. Discussion questions: a) What personality traits attract you? Turn you off? b) Is it possible for a person's personality to be different from his character? Does personality always reveal character? c) What do other people do that makes you feel awkward or self-conscious? Happy or self-confident? d) "Human beings are capable of changing their personality and character." Do you agree this is true? To what extent?	
	3. Write a short paper on the adult you admire most. What are the person's special qualities and limitations of personality and character that make you feel this admiration?	

Grades 10
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: (a) The student will accept the principle the people can achieve dignity and worth through work.

Curriculum Considerations: 10th Personal Relationships.

Resources	Activities	Evaluations
Occupational Outlook Handbook Kit: "Occupational Exploration Kit" (Science Research Associates)	1. After viewing film discuss its main points.	Teacher interpretation of student reaction.
Films: "Jpbs in the World of Work: A Good Place to Be" (Mc Graw-Hill)	2. Research and report on a number of occupations you may be interested in and answer the question - "Are there jobs today that help the employee achieve dignity and worth?"	
	3. Class discussion on - -Has the concept of work changed? Why? Why not? -Do employees today work to achieve dignity and worth? Is it of the past?	
	4. Given hypothetical situations- Can they find worth and dignity in the work portrayed? How? (Waitress, janitor, factory worker, engineer, clerk, etc.)	

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 174 - Understands work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective: (a) The student will show the importance of leisure time activities and how they relate to personal needs and work.

Curriculum Considerations: 9-10th Family Living

Resources	Activities	Evaluations
Student Teacher	1. Class discussion on the emphasis today on travel. What needs does this fill?	Teacher's judgment of reaction.
Films: "Hobbies for Business or Pleasure" (Coronet films)	2. After film, list hobbies that could become a business.	
	3. Have each student explain how she spends her leisure time and what needs these activities fill.	
	4. How do hobbies draw a family together or make each member individualistic?	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 84 - Develop the awareness that work experiences are valuable.

Behavioral Objective: (a) Given an insight and an opportunity to investigate the benefits of cooperative work-study programs, the student will comprehend that these work experience programs can have important exploratory values.
(b) Given an awareness that value is a relative and multifaceted concept and transferring this awareness to everyday life situations, the student will identify a variety of values provided by work experiences.

Curriculum Considerations: 12th Work - Studies - Child Care
Food Service
Goods Distribution

Resources	Activities	Evaluations
Film: "Jobs for High School Students" (FS/C 29) Part 1 (L.T.I. Career Information Center)	1. Discuss what "Value" means and how this applies to the student.	Teacher evaluates student's role playing and how effective student's presentation was.
High School workstudy director	2. Students will role play to show how work experiences can be occupational reality testing.	Student evaluation of work-study program.
Kit: Work Experience Kit (Science Research Associates) Resource person from Brillion Work-Study program.	3. Guest speaker on work-study program.	Teacher evaluates student's list.
	4. Students use WEK from Science Research Associates.	
	5. Review and research high school cooperative work programs and how they provide valuable work experience. (Student will list these experiences and explain).	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: (a) Given an occupational field, the student will list examples of his potential financial and personal rewards.

Curriculum Considerations: Vocational Education 11 or 12 Money Management.

Resources	Activities	Evaluation
Filmstrip: "Choosing Your Career" (FS/C34) (L.T.I. career Information Center)	1. Each student will make a list of his potential personal and financial needs and rewards.	Student reaction interpreted by teacher. Teacher's subjective evaluation of budgets.
	2. Filmstrip. After viewing choose one field which interests you and make a complete years budget for a family of four in that field but at the differect income levels. Include analysis of possessions and leisure time spending. (Medical field, intern, orderly, nurse, doctor, etc.)	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Undersntand that one's job or occupation can influence leisure time activities.

Behavioral Objective: (a) The student will explain how an occupation can influence leisure time activities.

Curriculum Considerations: Vocational Education. 11 or 12 Family Living.

Resources	Activities	Evaluation
Students experiences	1. Take a number of types of occupations and compare the amount of leisure time this gives the employee. How does this relate to how it is spent. 2. Discuss the question - "What will a 30 hour work week affect leisure time activities?" 3. How would the year around School program affect a families leisure time? Discuss.	Teacher interpretation of students' reaction.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People will work for different reasons and receive different rewards.

Behavioral Objective: (a) The student will be able to analyze why people work for different reasons.

Curriculum Considerations: 10th Family Living

Resources	Activities	Evaluations
Student Teacher	1. View filmstrip. List the reasons to work.	Teacher interpretation of students' reaction.
Filmstrip: Job Attitude Series "Why Work at All." (L.T.I. Career Information Center) Community	2. Panel composed of people from the community with various jobs. Discuss why they work and what they get from their jobs. Question answer session following panel discussion.	

CAREER PLANNING Grades 11-12 To be emphasized Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: (a) Given an occupational field, the student will be able to list local job opportunities.

Curriculum Considerations: Vocational Education. 11-12th Work-Study program.

Resources	Activities	Evaluation
Speaker/Wisconsin State Employment Service	1. Speaker-W.S.E.S. followed by questions and answer period.	Teacher evaluation of student reactions.
Speaker/Associated industries and manufacturers		
Slides--"Local Jobs" (L.T.I. Career Information Center)	2. Slides. After viewing slides list others in community not represented but with a similiar job.	
Community Survey	3. Field trips.	
	4. Students work in pairs with same occupation field. Survey the community for jobs or related jobs in that field. Include income, benefits, etc. Report to class.	Teacher evaluation of survey results.

CAREER PLANNING

Grades 10-12
To be Emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 153 - Analyze the relationship between learning and earning through on the job experience.

Behavioral Objective: (a) Student will be able to evaluate the relationship between learning and earning through on the job experiences.

Curriculum Considerations: 12th Work-Study Program.

Resources	Activities	Evaluation
Speaker/Local business or Lakeshore Technical Institute personnel	1. Speakers followed by question - answer session.	Teacher evaluation of students' reaction.
16mm Films: "Your Job--Getting Ahead" (Coronet) "You Can Go A Long Way" an(Encyclopedia Britannica)	2. View films and filmstrips. After viewing, tour some local industries and identify similar relationships between the two.	Teacher's reaction to class discussion.
"Jobs and continuing Education" "Jobs and Advancement: On the Move" (McGraw Hill) "The Remarkable School house" (National Association of Manufacturers) Filmstrips: "Preparing for the World of Work" "Preparing for the Jobs of the 70's" (Guidance Associates) Local Industry	3. On the job experience in area of students interest.	Teacher visits and evaluates ifferent work st ions.

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: (a) Given an occupational field, the student will be able to indicate the relationship of school subjects to these occupational possibilities.

Curriculum Considerations: Vocational Education 10-12th Work-Study program.

Resources	Activities	Evaluation
Speakers: Local business Local industry Guidance	1. Speakers followed by question period.	Teacher evaluation of students' reaction to films and speakers.
16mm Films: "Where the Action Is" (L.T.I. Career Information Center) "Your Career in Printing" (University of Minnesota)	2. Film followed by discussion of the important points.	Teacher and counselor evaluations of students' programs in relation to chosen occupations.
Filmstrips: "Dropping Out: Road to Nowhere." (FS/C 22)	3. Filmstrips followed by discussion of the important points.	
"High School Course Selection and Your Career" "How to Succeed in High School." (Guidance Associates")	4. Individual counseling to establish a program of study.	
Career Education Directory (Wisconsin Board of Vocational Technical and Adult Education)		

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated

General Objective: 185 - Understand that continuous education and training will enhance one's career development potential

Behavioral Objective: (a) Given an occupational field, the student will be able to list examples where continuous education or training can enhance career development potential

Curriculum Considerations: Vocational Education
11-12 Work-Study

Resources	Activities	Evaluation
Speakers: Local business Lakeshore Technical Institute personnel	1. Speakers followed by questions.	Teacher evaluation of student's reactions.
16mm Films: "Your Job-Good Work Habits" "Your Job-Getting Ahead" (Coronet) (L.T.I.)	2. Films followed by discussion of main points.	Teacher's reaction to class discussion.
"You can Go a Long Way" (Encyclopedia Britannica) "Jobs and Continuing Education" "Jobs and Advancement: On The Move" (McGraw-Hill Films)	3. Filmstrips followed by discussion of main points.	
"The Remarkable Schoolhouse" (National Association of Manufacturers) Filmstrips: "Preparing for the World of Work" "Preparing for the Jobs of the 70's" (Guidance Associates) (L.T.I.)	4. Select occupational field of interest and explore training available in that field. What would this mean to your job? What would be some advantages and disadvantages?	

SELF

Grades 10-12
To be emphasized

Concept VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 85 - Understand why each individual is unique.

Behavioral Objective: (a) Given sufficient background in the psychological factors which explain why individuals differ, the student will recognize and evaluate the basic premise of the uniqueness of the individual.

Curriculum Considerations: 10-11 - Family Living

Resources	Activities	Evaluations
Family Unit Library	1. Student will compile a list of how they differ from others in interests, attitudes, Etc., (class, family, Etc.)	Teacher evaluation of student's written work.
Filmstrips: "Your Personality: The You Others Know." (FS/C 23) (L.T.I. Career Information Center) "Gossip" (Popular Science Company)	2. The student will choose a biography or autobiography of a person he admires, read it and report in some form the differences in that person that made him unique and helped him succeed.	Objective test on heredity and environment.
Section of science book dealing with genetics	3. Class discussion of accenting positive personality traits of friends and classmates instead of always gossiping about the bad.	
	4. Study of heredity and environment in relation to uniqueness.	

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 86 - Understand the impact of other people's feelings and values and their relationship to one's own.

Behavioral Objective: (a) Given sufficient discussion and development, the student will be receptive to, and appraise other people's ideas and will realize the interrelationship of these ideas with their own.

Curriculum Considerations: 7-9 - Friendship

Resources	Activities	Evaluations
magazines	1. Student will bring in media material to discuss the psychology of advertising or news reports and how it sways a person's thoughts.	Teacher evaluation of student ideas concerning advertisin
16mm Films: "Patrice Lamumba Speaks" (A.U.N. speech) "Values - Understanding Others" (Bailey Film Associates) (L.T.I.)	2. Film of speech to general assembly at U.N. to introduce the idea of "give and take" in interpersonal relationship.	
	3. Discuss ways in which their friends have influenced their thinking and acting, such as dress.	
	4. Write a paper describing how they can be a better friend.	Evaluate students paper.

CAREER PLANNING   Grades 10-12   Factors: Information Gathering
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 156 - Become familiar with employment trends and plan accordingly.

Behavioral Objective: (a) The student will be able to explain trends and how they affect his career selection.

Curriculum Considerations: Vocational Education
11-12 Work-Study Program.

Resources	Activities	Evaluations
Speaker: Wisconsin State Employment Service	1. Speaker followed by questions.	Teacher evaluation of student reactions.
Newspapers, magazines, trade journals, Etc.	2. Student scrapbook of employment opportunities.	Objective evaluation of scrapebook by teacher.
Sound on slide series of local industries		
Filmstrip: "Preparing for the Jobs of the 70's and 80's" (L.T.I. Career Information Center)	3. Filmstrips followed by discussion of the main points.	
Occupational Outlook Handbook	4. Student analyzes chosen job as to its future. A. Visualize the year 2000---what factors need to be considered in job selection? What changes might be necessary in job selection?	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be developed

Concept: IX - Job specialization creates interdependency.

General Objective: 126 - Recognize that business, industrial, or institutional organizations are comprised of workers, who perform tasks that are interrelated.

Behavioral Objective: (a) Given information on businesses, industries, and institutions, the student will recognize the dependency of one person or group upon another in producing an end result.

Curriculum Considerations: Consumer Education
10 or 11th.

Resources	Activities	Evaluations
Library	1. Have students produce something in assembly line (maple syrup, paper flowers, Etc.)	Teacher will competive evaluate each groups end product of assembl line.
Business leaders, hospital administrators, doctors, Etc.	2. Speakers on mass production. (ice cream production, test kitchens etc.)	Given an end result or product, the studen will be able to trace back through its evolution including all processes and people involved.
	3. Have Junior Achievement Club members in to discuss their business dealings.	
	4. Field trip to modern factory, hospital, and/or business.	
Vocational Rehabilitation Center.	5. Using career of his choice, student will discover job opportunities for hypothetical disabilities.	
Wisconsin State Department of Vocational Rehabilitation.		
American Association for Mental Health.	6. Student will complete list of physical requirements for career of choice.	
Veterans Administration.		
	7. Visit to a vocational rehabilitation center OR visit to factory which hires the handicapped.	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective: (a) Given an occupational field, the student will identify examples and explain the need for the existence of a cooperative effort among workers.

Curriculum Considerations: Vocational Education
11-12 Work-Study.

Resources	Activities	Evaluations
Speaker: Local Business and Industry	1. Speaker followed by question and answer period.	Teacher evaluation of students reactions to speaker and class discussions.
16mm Films: "Individual Motiuation and Behavior" (University of Minnesota)	2. Class Discussion of hypothetical work situations which call for cooperation.	Essay Test.
"Your Job-Fitting In" (Coronet) (L.T.I.)	3. After viewing film discuss its relationship to the work world.	
Filmstrip: "Your Personality: The You Others See" (FS/C 23) (L.T.I. Career Information Center) (G.A.)	4. After viewing filmstrip discuss how you can put forth the kind of personality that would get along with fellow workers.	

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Structure and Nature

Concept: IX - Job Specialization Creates interdependency.

General Objective: 190 - Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective: (a) The student will explain the need for and give examples of cooperation between employees and employers.

Curriculum Considerations: Vocational Education
11-12 Work-Study.

Resources	Activities	Evaluations
Speaker: Labor Council AFL-CIO Labor Business and Industry	1. Speakers "Meet the Press" situation.	Teacher Evaluation of class discussion and reaction to speaker.
16mm Films: "Motion Study on the Job" "Real Security" "Goals of Unions" (University of Minnesota)	2. After films discuss them in relation to your particular job.	Essay Test.
"Communications" (McGraw-Hill)	3. Solve hypothetical problems that might occur between employee-employer.	
"Your Job" You and Your Boss" (Coronet) (L.T.I.)	4. Taped Interviews.	
"Office Team-Work" (Encyclopedia Britanica)		

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Family, Peer, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: (a) Given an occupational field, the student will interpret this relationship in terms of his local job opportunities.

Curriculum Considerations: 12 - Work-Study Program.

Resources	Activities	Evaluations
Speaker: Local industry Employment office	1. Speaker followed by discussion.	Teacher interpretation of class discussion.
	2. Class discussion.	
Slide on sound series of local industry. (L.T.I. Career Information Center) Leverenz Shoe Power Sewing Plastics Engineering Citizen's Bank Periodicals (newspaper, magazines etc.)	3. Visit local employment agency and read want ads and make list of all jobs that relate to your occupational field and its relationship to your locality.	Teacher and student interpretation of job opportunities.

WORK WORLD

Grades 10-12
To be Emphasized

Factors: Individual
Psychological

Concept: X - Enviornment and individual potential interact to influence career development.

General Objective: 192 - Understand that sex, race, creed and socio-economic background may affect career choice.

Behavioral Objective: (a) The student will evaluate the implications that sex, socio-economic background, race, and creed may have on career choices.

Curriculum Considerations: Work-Study Program
11-12

Resources	Activities	Evaluations
16mm Film: "Social Class in America" (McGraw-Hill)	1. Teacher Presentation followed by question-answer session.	Teacher Interpretation of class discussion.
"Individual Motivation and Behavior" (Indiana University)	2. Films followed by discussion of main points.	Subjective evaluation of students activities.
"Personal Qualities for Job Success" (B.A.V.I.)	3. Make chart using specific jobs--explain how race, creed etc. affect each job and why. Are there some jobs that are limited because of race, creed etc?	
	4. Role play applying for various jobs by members of different backgrounds.	
	5. Individual student evaluate his career choice as to its limitations such as race.	

WORK WORLD

Grades 10-12 To be Emphasized

Factors: Individual Psychological

Concept: X - Enviornment and individual potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: (a) The student will identify factors of individual ability that affect the level of attainment as they relate to his own career aspirations.

Curriculum Considerations: Work-Study
11-12

Resources	Activities	Evaluations
Booklet: SRA "Do Your Dreams Match Your Talents" "Discovering Your Real Interests" (Science Research Association)	1. Teacher Presentation.	Teacher Interpretation of class discussion.
	2. Film followed by discussion.	
16mm Film: "Personal Qualities for Job Success" (Bavi)	3. Read Booklets and report to class.	
Filmstrip: "Skills that Pay Off" (FS/C8) (L.T.I. Career Information Center)	4. Class Discussion.	
	5. Interest tests evaluating students individual ability and directing into specific career choices. How do scores relate to individual interests? From results -- do scores and interest compare? Would you change your choice because of the results?	Subjective evaluation of students ability on interest tests.

SELF

Grades 10-12
To be Emphasized*

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: (a) The student will identify the economic benefits resulting from his career choice and its influence on his life style.

Curriculum Considerations: Work-Study 11-12

Resources	Activities	Evaluations
16mm Films: "Your Earning Power" (Coronet)	1. Teacher presentation on what factors influence a life style.	Teacher evaluation of class discussion.
"Jobs and the World of Work" (McGraw-Hill)		Teacher evaluation of students' lists.
"Setting the Standard" (National Association of Manufacturers)	2. Films - answer question. "What affect does earning power have on a life style?"	Evaluation of students intended life style.
Filmstrip: "Where You Will Live and Work." (FS/C7) (L.T.I. Career Information Center)	3. Filmstrip - Does place of residence affect a life style?	
Book: Careers and Occupations (J. G. Fergeson)	4. List economic benefits resulting from occupations that influence his life style. List status factors. List security benefits.	
	5. Comparison of "I want my life style to be" to "Because of my career, my life style will be."	

WORK WORLD   Grades 10-12   Factors: Individual Psychological
To be Emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 194 - Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective: (a) The student will describe how job satisfaction influences mental well being.

Curriculum Considerations: Work-Study 11-12.

Resources	Activities	Evaluations
16mm Film: "Jobs in the World of Work" (McGraw-Hill)	1. Films.	Teacher interpretation of class discussion.
Filmstrip: "Job Attitudes, Why Work At All" (FS/C 64) (L.T.I. Career Information Center) Guest speaker Periodicals reference files library	2. Class discussion a. Psycharist discusses the relationship of job satisfaction to good mental health. b. Research statistics in relationship of job satisfaction to mental will being. c. What is more important to you, "Financial Happiness or Peace of Mind"? How do you rate them? Are they the same thing?	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-
Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 197 - Understand that career will determine friends, associates, and status in community.

Behavioral Objective: (a) The student will describe how his career will influence who his friends and associates are and his status within the community.

Curriculum Considerations: Work-Study. 11-12

Resources	Activities	Evaluations
16mm Film: "Making and Keeping Friends" (Science Association)	1. Films - What affect would a change in status do to established friendship?	Teacher interpretation of class discussion.
Filmstrip: "Job Attitudes-Why Work at All" (FS/C64) (L.T.I. Career Information Center)	2. Class Discussion - How to avoid competition among friends that you work with.	
	3. Do a community survey to determine what percentage of friendships are associated because of a job. Discuss the result.	
Occupational Outlook Handbook	4. List some of the new friends made because of an on the job experience.	

CAREER PLANNING | Grades 10-12 | Factors: Training and Educaton
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: (b) The student will be able to identify career horizons through work situations.

Curriculum Considerations: Work-Study. 11-12

Resources	Activities	Evaluations
Filmstrip: "Jobs for High School Students" (L.T.I. Career Information Center)	1. Filmstrip - What are some jobs available for students?	Teacher interpretation of class discussion.
	2. Class discussion on part-time work experiences.	

CAREER PLANNING Grades 10-12 To be emphasized Factors: Information Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: (a) The student will be able to list several job alternatives that utilize his talents.

Curriculum Considerations: Work-Study. 11-12

Resources	Activities	Evaluations
Filmstrip: "Skills That Pay Off" (CFS/8) (L.T.I. Career Information Center)	1. Filmstrips - list your skills that could pay off.	Teacher evaluation of student's lists.
Kit: "Occupational Exploratory Kit" (Science Research Associates) (L.T.I. Career Information Center)	2. Students use kits.	
Book: _Dictionary of Occupational Titles_ (L.T.I. Career Information Center)	3. Students list job alternatives that utilize their talents.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequental series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: (a) The student will be able to analyze advancement opportunities in his career choice.

Curriculum Considerations: Work-Study. 11-12

Resources	Activities	Evaluations
16mm Film: "Your Job--Getting Ahead" (Coronet) (L.T.I. Career Information Center)	1. Film - What factors contribute to advancement.	Teacher evaluation of students' lists. Teacher interpretation of class participation.
Speaker	2. Speaker - Community persons who have advanced in their career (from seamstress to fashion design)	
Personal Experiences of students.	3. Occupational research - "Where can I go from where I am"?	
	4. List advancement opportunities in his career choice.	

CAREER PLANNING Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: (a) The student will explore skills necessary in that occupation.

Curriculum Considerations: Work-Study. 11-12

Resources	Activities	Evaluations
Filmstrip: "A,B,C's, of Getting a Job"-- Part 1 and 2. (FSC/31) (L.T.I. Career Information Center)	1. Filmstrips - discuss main points - students plan interviews.	Teacher interpretation of class discussion.
Employers	2. Go through an interview with perspective employer. Report to class.	
Work Experience	3. Discuss first day at the work experience a) What skills will I be using? b) What skills will I have to learn?	

INDUSTRIAL EDUCATION RATIONALE

Grades 10-12

The dissemination of materials on careers and occupational information has always been included as a part of Industrial Education Programs.

With this thought in mind, the career centered materials formulated in this guide are an endeavor to establish this information in an acceptable form for all areas in Industrial Education.

No attempt has been made to pin-point specific areas, but rather to establish a tool usable to all. Included are several specific areas in which specific sequence has been established. Each teacher using this guide will adopt and include materials pertinent to his field. Resources and activities listed are suggestions and will depend upon the individual teacher.

In this guide the designation 7, 8, 9 refers to Industrial Arts on the Junior High level; 10, 11, 12 refers to Industrial Arts and Vocational Education on the High School level; 13 and 14 refers to Vocational and Technical Education at the Technical School level.

Three-Week Participants:

Colin Carpenter - Horace Mann, Sheboygan
John J. Debrauske - Urban, Sheboygan
Anton H. Kotyza - Washington, Two Rivers
Ken Lehmann - Horace Mann, Sheboygan
Don McCabe - Oostburg High, Oostburg
Marvin R. Nicla - North, Sheboygan
Don R. Pangborn - North, Sheboygan
Roger Rulseh - L.T.I., Sheboygan
David A. Schmitt - L.T.I., Manitowoc
David C. Smith - North, Sheboygan
Duane Waterman - North, Sheboygan

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: a) The student will analyze and formulate his own interest ability, attitude and values.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Student Record [2]	1. Study scores. [2]	Student will evaluate his own potential. [2] [3] [4]
Wisconsin State Employment Service [2]		
Kuder Preference Inventory [2] [4]	2. Study profile charts. [2] [4]	Teacher check of self-evaluation inventory sheets. [2] [3]
General Aptitude Test Battery [2] [4]	3. Class discussion. [2] [3]	The student will be able to identify his interest, attitudes, abilities, in a classroom discussion. [4]
Stanford Achievement Test [2] [4]	4. Talk by counselor. [1] [2] [3] [4]	
16 mm Films: "Aptitudes and Occupations" [1] [2] (Coronet)		
Filmstrips: "Vocational Decisions" (FS/R 12) [2] [4] "Career Opportunities" (CFS 4) [2] [4] "Your First Year In High School" (FS/C 26) [3] (L.T.I. Career Information Center)	5. Student fill out self-evaluation inventory form. [1] [2] [3] [4]	
	6. View filmstrips. [2] [3]	
	7. View film. [2]	

*The coded subject appears in brackets [] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: a) The student will organize strengths and limitations.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Guidance Counselor [2] [4]	1. Study scores. [2]	Encourage students to evaluate own potential. [2]
Strongs Preference Inventory [2] [4]		
	2. Study profile charts. [2]	Teacher check of student's self-evaluation inventory. [2]
Henman-Nelson Intelligence Test [2]		
Differential Aptitude Test [2]	3. Class discussion. [2]	Student will be able to discuss his strengths and limitations. [4]
16 mm Films: "Aptitudes and Occupations" [2] [4] (Coronet)	4. Talk by counselor. [1] [2]	
Filmstrips: "Vocational Decisions" (FS/R 12) [2] "Career Opportunities" (CFS 4) [2] (L.T.I. Career Information Center)	5. Fill out self-evaluation inventory form. [1] [2]	
	6. View filmstrips. [2]	
	7. View film. [2] [4]	
	8. Class study of interest test. [4]	
	9. Class discussion of "Aptitudes and Occupations." [4]	

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: a) The student will recognize the individuals right to choose an occupation.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Occupational Exploratory Kit [3] (Science Research Associates)	1. Class discussion. [1] [3]	Teacher interpretation of student reaction. [3] [4]
16 mm Films: "Aptitude and Occupations" (Coronet) [1] [4]	2. View filmstrip. [3]	
"Jobs in the World of Work: A Good Place to Be" [1] [4] (McGraw-Hill)	3. Student discussion on individuals right to choose an occupation.	
Filmstrip: "Career Planning in a Changing World" [3]	4. Role playing: Students apply for a job with employer.	

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*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 139 - Respect a person's occupational choice.

Behavioral Objective: a) The student will accept any persons occupational choice.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Dictionary of Occupational Titles [4]	1. Class discussion. [1]	Determination of student's awareness of occupations available in electricity through class discussion and subjective evaluation of student's written or oral reports. [4]
U. S. Government Job Clusters [4]	2. Class discussion covering occupations open to electricity students. [4]	
16 mm Films: "Aptitude and Occupations" (Coronet) [4]		
	3. Students' reports, written or oral, on an electricity occupation of student's choosing. [4]	
	4. Given a list of electricity occupations, each student will rank order them according to his preference. [4]	

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*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: a) The student will accept the principle that people can achieve dignity and worth through work.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Occupational Outlook Handbook [2]	1. View films. [2]	Teacher interpretation of student reaction. [2]
Kit: "Occupational Exploration Kit" (GK 3) [2] (Science Research Associates)	2. Role playing by students. [2]	Evaluation on student's report and his discussion.
16 mm Films "Aptitude and Occupations" (Coronet) [1] [2]	3. Class discussion. [1] [2]	
"Jobs in the World of Work: A Good Place to Be" (F 10) (McGraw-Hill) [2] (L.I.T. Career Information Center)	4. Students are assigned an occupation and reports on the reasons why this job will be satisfying. [4]	
Dictionary of Occupational Titles [4]		
Field Trip: Wisconsin Power & Light [4]		

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*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 174 - Understands work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective: a) The student will show the importance of leisure time activities and how they relate to personal needs and work.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Student [2]	1. Class discussion. [1] [2]	Teacher's judgment of reaction. [2]
Teacher [2]		
16 mm Films: "Hobbies for Business or Pleasure" [2] [4] "How to Investigate Vocations" [2] [4] (Coronet)	2. Class viewing films. [2] [4]	Subjective evaluation of discussion by individual student. [4]
Filmstrip: "Leisure Time: Busy or Bored" (FS/C 82) [1] [2] (L.T.I. Career Information Cent[illegible]	3. Class discussion on films. [4]	
	4. Student presentation of hobbies. [2]	

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*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) Given an occupational field, the student will list job specializations and their interdependency.

Curriculum Considerations: *Code: [1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources

Student [2]

Teacher [2]

Filmstrip:
"Automation" (CFS 5) [2]
(L.T.I. Career Information Center)

16 mm Films:
"How a Product Was Made" [2]
(B.A.V.I.)
(University of Wisconsin)

"American Maker" [2]
(Jam Handy Organization)

"It Takes Everybody to Build this Land" [1] [2]
(Encyclopedia Britannica)

Guest speaker from local industry. [2]

Field trip to local industry. [4]

Activities

1. Teacher presentation. [2]
2. Class discussion. [2]
3. View films. [2]
4. View filmstrip. [2]
5. Guest speaker. [2]
6. Mass production activity by the students in class--starting with the designing and following through the selling. [2]
7. Field trips and critiques. [2]
8. Field trip--view assembly line process. [4]

Evaluations

Grade students on the success of their mass produced item. [2]

Teacher evaluation of critique. [2]

Students will trace or develop a product flow chart showing the interdependency of occupations. [4]

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*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) Given a product, the student will be able to select the various occupations that contributed to its development and completion.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources

Student [2]

Teacher [2]

Filmstrip:
"Automation" (CFS 5) [2]
(L.T.I. Career Information Center)

16 mm Films:
"It Takes Everybody to Build this Land" [1]
(Encyclopedia Britannica)

"Printed Circuit S ·" [4]
(B.A.V.I.)

Activities

1. Teacher presentation and class discussion. [1] [2]

2. View films. [1] [2]

3. View filmstrip. [2]

4. Guest speaker. [2]

5. Mass production activities by the students in class, starting with the designing and following through the selling. [2]

6. Field trip and critiques. [2]

7. Class view film and observe assembly line. [4]

8. Class discussion and student develop product flow chart. [4]

9. Mass production of a product is shown in a film. [4]

Evaluations

Grade students on the success of their mass produced item. [2]

Teacher evaluation of critiques. [2]

Instructor evaluate student's flow chart of work stations and variety of jobs. [4]

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 178 - Careers usually develop within job families.

Behavioral Objective: a) The student will be able to define a job family.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Dictionary of Occupational Titles [4]	1. Class discussion. [1] [3]	Teacher subjective evaluation of report. [3]
Occupational Outlook Handbook [4]	2. Field trips. [1] [3]	Teacher interpretation of student reaction. [3]
Kits: "Occupational Exploratory Kit" (GK 3) [3] "Widening Occupational Roles Kit" (GK 20) [3] (Science Research Associates) (L.T.I. Career Information Center)	3. Students view and discuss film. [4]	Subjective evaluation of student discussion. [4]
16 mm Film: "Your Job: Finding the Right One" (F 13) [4] (Coronet) (L.T.I. Career Information Center)	4. Teacher presentation of 15 U. S. Government job clusters and job families. [4]	
	5. Student reports written or oral on one of the 15 job clusters. [4]	

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*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IV - There is a wide variety of occupations that may be classified in several ways.

General Objective: 179 - Recognize the different methods of classifying occupations. i.e. occupational clusters, industry geographic factors, natural resources, economic factors, and trends.

Behavioral Objective: a) The student will be able to analyze the different methods of classifying occupations and how careers develop in job families.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Dictionary of Occupational Titles [2] Occupational Outlook Handbook [2] Kits: "Occupational Exploration Kit" (GK 3) [2] "College Occupation Exploration Kit" (GK 4) [2] "Widening Occupational Roles Kit" (GK 20) [2] (Science Research Associates) (L.T.I. Career Information Center) 16 mm Films: "Your Job: Finding the Right One" (F 13) [2] (Coronet) (L.T.I. Career Information Center) "Careers: Communications" (Vocational Guidance Service) [1] [2] Video tapes: "Graphic Arts" (VT 25) [2] (L.T.I. Career Information Center)	1. Students will read reports and briefs. [2] 2. Student research. [2] 3. Report by student. [2] 4. View films. [2] 5. Discussion by class. [1] [2] 6. Field trip. [2]	Teacher subjective evaluation of report. [2] Teacher interpretation of student reaction. [2]

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: a) Given an occupational field, the student will list examples of the potential financial and personal rewards.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "Choosing Your Career" (FS/C 34) [2] [3] (L.T.I. Career Information Center)	1. Each student will make a list of potential personal and financial needs and rewards. [2]	Student reaction interpreted by teacher. [2] [3] Teacher's subjective evaluation of list. [2] [3]
"Preparing for the World of Work" (FS/C 31) [3] (L.T.I. Career Information Center)	2. View filmstrips. [2] [3]	Evaluation of student's discussion in class. [4]
"Interests Pay Off" (CFS 4) [3] (L.T.I. Career Information Center)	3. Class discussion. [1] [2] [3]	
Video tape: "Wisconsin Power & Light" (Sheboygan Falls High School) [4]	4. Class visitation by outside speaker. [1] [2] [3]	
Resource Person [1] [2]	5. Students view video-tape and select which occupation would interest him. [4]	

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) The student will explain how an occupation can influence leisure time activities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "Job Attitudes: Why Work At All" (FS/C 64) [1] (L.T.I. Career Information Center)	1. Class discussion. [2]	Teacher evaluates student's reaction. [4]
	2. View filmstrips. [1] [2]	
"Leisure Time: Busy or Bored" (FS/C 82) [1] [2] [4] (L.T.I. Career Information Center)	3. Students view film about leisure time activities and class discussion about leisure time and world connection. [4]	
16 mm Films: "Six In Electronics" [4] (Bell & Howell Schools)	4. Class discussion connection between leisure time and the world of work. [4]	

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 181 - People will work for different reasons and receive different rewards.

Behavioral Objective: b) The student will be able to analyze why people work for different rewards.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrips: "The Meaning of Work" (CFS 6) [2] (L.T.I. Career Information Center)	1. Teacher presentation. [2]	Teacher interpretation of students' reactions. [2]
"Job Attitudes: Why Work At All" (FS/C 64) [1] (L.T.I. Career Information Center)	2. Class discussion. [2]	
	3. View filmstrip, "The Meaning of Work." [2]	

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12 Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: a) Given an occupational field, the student will be able to list local job opportunities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speakers: Wisconsin State Employment Service [2] [4] Associated Industries and Manufacturers [2]	1. Speakers. [1] [2]	Teacher evaluation of student reaction. [2]
Slides: "Local Jobs" [2] (L.T.I. Career Information Center)	2. View slides. [2]	Students will fill out form correctly. [4]
Video tapes: "Wisconsin Power & Light" (Sheboygan Falls High School) [4]	3. Field trip to office--student will fill in state job forms. NOTE: may be teacher-made application forms. [4]	Teacher views students' reactions. [4]
School Guidance Counselor [4]	4. View video tape--teacher points out parts about job entries into Wisconsin Power & Light. [4]	
	5. Class discussion of various local job opportunities. [4]	

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*The coded subject appears in brackets [ ] after Resource, Activity and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12 Factors: Training and Education
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: b) Given an occupational field, the student will be able to effectively apply for a job.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speaker: Industrial Personnel Manager [2]	1. Teacher presentation. [2] [3]	Check application samples for neatness, accuracy, clarity, spelling, etc. [2] [3]
Application Blanks from Local Industries [2]	2. Guest speaker. [2] [3]	Teacher and class criticism of taped practice interview. [2]
Taped Interviews--examples [2]		
16 mm Films: "Job Interviews Getting Started" [2] (McGraw Hill)	3. Fill out application sample. [1] [2] [3]	Teacher reactions to class discussions. [2] [3]
"Your Job: Applying for It" (F 16) [1] [2] (Coronet), (L.T.I. Career Information Center)	4. Practice interviews. [2] [3]	Objective tests. [2]
Filmstrips: "The Job Interview" (CFS 6) [2] [3]	5. View films. [2]	Students responses in the interview and application. [2] [3]
"How to Find a Job for Yourself" (CFS 7) [2] [3] (L.T.I. Career Information Center)	6. View filmstrips. [2] [3]	Teacher evaluation of student appearanc and conduct in respect to job situations. [2] [3]
"Getting and Keeping Your First Job" (FS/C 32) [2] [3] "Your Job Interview" (FS/C 35) [2] [3]	7. Prepare a personal resume. [1] [2] [3]	
"Preparing for the World of Work" (FS/C 31) [3] "High School Course Selection and Your Career" (FS/C 24) [3] (Guidance Associates), (L.T.I. Career Information Center)	8. Write a sample letter of inquiry or application. [1] [2] [3]	
Text: Succeeding in the World of Work [1] [2] [3] (McKnight & McKnight Pub.)		

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 153 - Analyze the relationship between learning and earning through on the job experience.

Behavioral Objective: a) Student will be able to evaluate the relationship between learning and earning through on the job experiences.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speaker: Local Business or L.T.I. Personnel [2]	1. Speakers. [2]	Teacher evaluation to students' reaction. [2]
16 mm Films: "Your Job: Good Work Habits" (F 14) [2]	2. View films and filmstrips. [2]	Objective test. [2]
"Your Job: Getting Ahead" (F 15) [2] (Coronet), (L.T.I. Career Information Center)	3. Co-op experience. [1] [2]	Teacher's reaction to class discussion. [2]
"You Can Go A Long Way" [2] (Encyclopedia Britannica)	4. View and discuss film about relationship between learning and earning. [4]	Students' ability to discuss topic. [4]
"Jobs and Continuing Education" [2] "Jobs and Advancement: On the Move" [2] (Mc Graw Hill)	5. View film and discuss why different service technicians require more training and usually more pay. [4]	Have other students evaluate the six students in Activity 6. [4]
"The Remarkable School House" [2] (National Association of Manufacturers)	6. Pick six students to identify with the six students in the film. Have students discuss learning and earning of each. [4]	
"The Electronic Service Technician" [4] (Educators Progress Service)		
"Electronics Service Technician" [4] (Association-Sterling Films)		
"Six in Electronics" [4] (Bell & Howell Schools)		

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD — Grades 10-12 — Factors: Structure and Nature To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) Given an occupational field, the student will list occupational possibilities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speakers: Wisconsin State Employment Service [2] Local Business and Industry [2]	1. Speakers. [2] 2. Research report. [2]	Teacher evaluation of students' reactions to speakers and discussion. [2]
16 mm Films: [2] "Careers in Agriculture" "Careers in Building Trades" "Do I Want to Be a Secretary" (Coronet) "Jobs for Men, Where Am I Going" (F 7) "Jobs for Women, Where Am I Going" (Mc Graw Hill) "Where the Action Is" (F 1) (L.T.I. Career Information Center)	3. View films and filmstrips. [2] 4. Fill in charts for related fields. [2] 5. Students view the film--teacher points out the remarks made by the workers about what subjects students should take in High School. [4]	Speakers' evaluation of students' reactions. [2] Teacher evaluation of report. [2] Class discussion. [2] Objective test. [2] Group discussion--the workers are corrected in their statements on what subjects a student should take in high school. [4]
Filmstrips: [2] "The Wonderful World of Work" "Workers for the Public Welfare" "Are You Looking Ahead" (Eye Gate)		
Video tape: "Wisconsin Power & Light" (Sheboygan Falls High School) [4]		

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12 To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: b) Given an occupational field, the student will be able to indicate the relationship of school subjects to these occupational possibilities.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources

Speakers:
- Local Business [2]
- Local Industry [2]
- Guidance [2]

16 mm Films:
- "Where the Action Is" (F 1) [2] (L.T.I. Career Information Center)
- "Your Career In Printing" [2] (University of Minnesota)
- "Electronic Service Technician" [4] (Association-Sterling Films)
- "In These Hands" [4] (Federal Aviation Admin.)

Filmstrips:
- "Dropping Out: Road to Nowhere" (FS/C 22) [2]
- "Four Who Quit" [1] [2] (L.T.I. Career Information Center)
- "High School Course Selection and Your Career" [2]
- "How to Succeed in High School" [2] (Guidance Associates)

Activities

1. Speakers. [2]
2. View films and filmstrips. [2]
3. Individual counseling to establish a program of study. [2]
4. View video tape. [4]
5. Have students relate school subjects to various occupations in the video tape and film. [4]

Evaluations

Teacher evaluation of students' reaction to films and speakers. [2]

Teacher and counselor evaluations of students' programs in relation to chosen occupations. [2]

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, skilled and service occupations are increasing.

Behavioral Objective: a) Given an occupational field, the student will be able to illustrate examples where skilled occupations are increasing.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speaker: Business, Industry [2]	1. Speaker. [2]	Teacher and speaker evaluation of students' reactions. [2]
16 mm Films: "Labor Force in Flux" [2] "What Is Automation" [2] "Technician in Our Changing World" [2] (University of Minnesota)	2. View films and filmstrips. [2]	Objective test. [2]
	3. Class discussion. [1] [2]	Evaluation of students' reactions. [4]
"Craftsmanship and Automation" (Education Film and Life Association, Inc.) [2]	4. Students view and discuss film, "Is a Career As a Technician for You." [4]	
"Is a Career As a Technician for You" (F 5) [4] (L.T.I. Career Information Center)	5. Students views--various power company workers and their comments on increase of jobs for technicial workers. [4]	
Filmstrip: "An Overview of Technical Education" [2] (Guidance Associates)		
Video tape: "Wisconsin Power and Light" (Sheboygan Falls High School) [4]		

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD
Grades 10-12
To be emphasized
Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, skilled and service occupations are increasing.

Behavioral Objective: b) Given an occupational field, the student will be able to illustrate examples where service occupations are increasing.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
16 mm Films: "Is a Career in the Service Industries for You?" [4] "Electronic Service Technician" [4] (Association-Sterling Films) "Future Limited" [4] (Electronic Industries Assoc. Association-Sterling Films) Brouchure: "The Electronic Service Technician Futures Unlimited" (Educators Progress Service, Inc.) [4]	1. Students view films--class discussion question asked--Are service occupations on the increase? [4]	Student evaluated by teacher in his discussion. [4]

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12 Factors: Social-Economic-Political
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 184 - Understand career opportunities in relation to availability of training.

Behavioral Objective: a) Given an occupational field, the student will be able to relate career opportunities to available training.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrips: "Dropping Out: Road to Nowhere" (FS/C 22) [2] "Job Finding Set II" (CFS 8) [1] [2] (L.T.I. Career Information Center)	1. View film. [2] 2. View filmstrips. [1] [2]	Teacher evaluation of students' reactions to films and speakers. [1] [2]
16 mm Film: "Your Career in Printing" [2] (University of Minnesota)	3. Individual counseling to establish a program of study. [1] [2]	Teacher and counselor evaluations of students' programs in relation to chosen occupations. [1] [2]
Career Education Directory [2] (Wisconsin Board of Vocational Technical, and Adult Education)		

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) Given an occupational field, the student will be able to describe how his education or training will affect his employability potential.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
L.T.I. Electricity Instructor [4]	1. A student will choose an occupation and describe what is needed in education, training for this job. Can be written or oral report. [4]	Teacher evaluates reports. [4]
Field Trips: Wisconsin Power & Light [4]		
Wisconsin Telephone Co. [4]		
Speaker: Guidance Counselor [4]		
School Library [4]		

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: a) The student will identify his personal attributes.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity
(Capstone Course)

Resources

Student Record [2]

Guidance Counselor [2]

Wisconsin State Employment Service [2]

Tests: [2]
Kuder Preference Inventory
Strongs Preference Inventory
General Aptitude Test Battery
Henman-Nelson Intelligence Test
Stanford Achievement Test

16 mm Films:
"Aptitudes and Occupations" (Coronet) [1] [2]

Filmstrips:
"Vocational Decisions" [2]
"Counseling in Vocational Decisions" [2]

"Career Opportunities" (CFS 4) [2]
(L.T.I. Career Information Center)

Activities

1. Study scores. [2]
2. Study profile charts. [2]
3. Class discussion. [2] [3]
4. Talk by counselor. [1] [2]
5. Fill out form. [2] [3]
6. View film and filmstrips. [2]
7. Discuss the relationship of physical, mental, and other characteristics to jobs. [2]

Evaluations

Encourage students to evaluate own potential. [2] [3]

Teacher check of student inventory. [2] [3]

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 155 - Recognize that technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) Given an occupational field, the student will identify examples where technological change has affected task requirements and employment opportunities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speaker: Wisconsin State Employment Service [3]	1. Speaker. [2] [3]	Teacher and speaker evaluation of student reactions. [1] [2] [3]
Newspapers, magazines, trade journals, etc. [2]	2. Student reports. [1] [2]	Evaluation of report. [1] [2]
16 mm Films: [2] "Concretes Finest Fifty Years" (Portland Cement Association)	3. View films. [2]	Class discussion. [1] [2]
"The Story of Productivity" (Do All Company)	4. View filmstrips. [1] [2]	Objective test. [1] [2]
"Automation: What Is It" (National Association of Manufacturers)	5. Class discussions. [1] [2] [3]	
"The Story of Printing" (E.B.F.)	6. Field trip. [1] [2]	
"What is Automation" (University of Minnesota)		
"The Living Machine" (AFL-CIO)		
"The Thinking Machine" (Educational Film Library Association)		
Filmstrips: "Careers in the World of Computers" (FS/R 48) [2] "Automation" (CFS 5) [1] [2] "Careers in Drafting" (FS/R 45) [1] (L.T.I. Career Information Center)		

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective: a) Given an occupational field, the student will give examples and explain the need for cooperative effort among workers.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speaker: Local Business and Industry [3]	1. Class discussion. [1] [2] [3]	Teacher evaluation of students reactions to speaker and class discussion. [3]
16 mm Films: "Individual Motivation and Behavior" [2] (University of Minnesota)	2. Draw a sociogram. [2]	Teacher evaluation of sociogram. [2]
"Careers in the Building Trades" [4] (Department A-V Extension)	3. View films and filmstrip. [2]	Objective test. [2]
"Your Job: Fitting In" (F 18) [2] (L.T.I. Career Information Center)	4. Students view film with the idea--how workers must cooperate. Class discussion on cooperation among workers. [4]	Discussion is evaluated by teacher. [2] [4]
Filmstrip: "Your Personality: The You Others See" (FS/C 23) [2] (L.T.I. Career Information Center		

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING — Grades 10-12, To be emphasized — Factors: Family, Peer and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: a) Given an occupational field, the student will identify the relationship between geographic locations and job opportunities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "Where Will You Live and Work?" (CFS 7) [2] (L.T.I. Career Information Center)	1. Teacher presentation. [2]	Teacher interpretation of class discussion. [2]
	2. View filmstrip. [2]	
	3. Class discussion. [2]	

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Family, Peer, and Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: b) Given an occupational field, the student will interpret this relationship in terms of his local job opportunities.

Curriculum Considerations: ***Code:**
[1] = **Drawing**
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "A Survey of Occupations At the Kohler Company" (FS/C 53) [2] (L.T.I. Career Information Center)	1. Speaker. [2] 2. View filmstrip. [2]	Teacher interpretation of class discussion. [2]
Sound-on-slide series developed by local industry. [2] (L.T.I. Career Information Center)	3. Class discussion. [2]	

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) Given an occupational field, the student will identify the economic benefits resulting from an occupation that influences his life style.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "Where You Will Live and Work" (CFS 7) [1] [3] (L.T.I. Career Information Center)	1. View film. [1] [2] 2. View filmstrip. [1] [3]	Teacher evaluation of class discussion. [2] [3]
16 mm Film: "Build a Better Life" (F 4) [1] [2] (National Association of Home Builders) (L.T.I. Career Information Center)	3. Class discussion. [1] [2] [3]	

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - Understand that career planning has an effect on one's life style.

Behavioral Objective: a) Given an occupational field, the student will be able to state how career planning will affect his life style, status, and security.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "Where You Will Live and Work" (CFS 7) [1] (L.T.I. Career Information Center)	1. View filmstrip. [1]	Teacher evaluation of class discussion. [1]
	2. Class discussion. [1]	Teacher evaluate the discussion in Activity 3. [4]
16 mm Films: "Six In Electronics" [4] (Bell & Howell Schools) "Careers: Making a Choice" [4] (Doubleday Multi Media)	3. Students view film and discuss--How the six career choices affected the six graduates in the film. [4]	Evaluation for Activity 4 through class discussion. [4]
	4. Students views--as a job choice influences one's life style. [4]	

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 195 - Understand that the socio-economic background of the individual may affect career opportunities.

Behavioral Objective: a) Given an occupational field, the student will identify socio-economic factors that may affect career opportunities.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
16 mm Films: "At Home 2001" [2] "Cities of the Future" [2] (National Association of Manufacturers)	1. View films. [2]	Teacher interpretation of class discussion. [2]
	2. View filmstrips. [1] [2]	
Filmstrips: "Getting and Keeping Your First Job" Pt. II (FS/C 32) [1] [2] "Job Attitudes: Why Work At All" (FS/C 64) [1] (L.T.I. Career Information Center)	3. Class discussion. [1] [2]	

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 196 - Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective: a) Given an occupational field, the student will relate leisure time and avocational activities to his occupation and how they can complement his work.

Curriculum Considerations: *Code: [1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "Leisure Time: Busy or Bored" (FS/C 82) [1] [2] (L.T.I. Career Information Center)	1. View filmstrip. [1] [2]	Teacher interpretation of class discussion. [2]
	2. Class discussion. [1] [2]	
16 mm Film: "Hains Wide World" [4] (Modern Talking Pictures Service)	3. Students view film and relate their leisure and avocational activities with a job. [4]	Teacher evaluation of students--connect leisure time or their hobby with a job. [4]

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*The coded subject appears in brackets [ ] after source, Activity, and/or Evaluation for which it applies.

WORK WORLD
Grades 10-12
To be emphasized
Factors: Social-Economic-Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 197 - Understand that career will determine friends, associates, and status in community.

Behavioral Objective: a) Given an occupational field, the student will describe how his career will influence who his friends and associates are and his status within the community.

Curriculum Considerations: *Code: [1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
16 mm Film: "Making and Keeping Friends" [1] [2] (Science Association)	1. View film. [1] [2]	Teacher interpretation of class discussion. [2]
	2. View filmstrip. [2]	
Filmstrip: "Job Attitudes: Why Work At All" (FS/C 64) [2] (L.T.I. Career Information Center)	3. Class discussion. [2]	
Booklets: Guidance Series Booklets [2] (Science Research Associates)	4. Read booklets. [2]	
Occupational Outlook Handbook [2]		

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Given an occupational field, the student will be able to explore career horizons through simulated activities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Kit: "Job Experience Kit" (GK 19) [2] [3] (Science Research Associates) (L.T.I. Career Information Center)	1. Use kit. [2] [3] 2. Students will perform industrially related project methods. [2] [3]	Teacher interpretation of students' project results. [2] [3]
Filmstrip: "World of Work" Part I (FS/C 83) [1] [2] (L.T.I. Career Information Center)	3. Use filmstrip and discuss. [1]	
16 mm Films: "Is a Career As a Technician for You?" (F 5) [3] (L.T.I. Career Information Center)	4. Class discussion. [3]	
"Careers: Making a Choice" [3] "Is a Career in Machining for You?" [3] "Careers: Mechanical" [3]	5. Shop and lab activities. [3]	
Video tapes: "Cast Metal Occupations" (VT 26) [3] "Machining Trades" (VT 7) [3] (L.T.I. Career Information Center)	6. View films and video tapes. [3]	

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12 Factors: Information Gathering
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: a) Given a career field, the student will be able to list several job alternatives that utilize his talents.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrips: "Skills That Pay Off" (CFS 8) [1]	1. View filmstrips. [1]	
"Preparing for the World of Work" (FS/C 31) [1] (L.T.I. Career Information Center)	2. Class discussion. [1]	

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 166 - Understand that new jobs usually develop within occupational culsters.

Behavioral Objective: a) Given an occupational field, the student will be able to designate occupational clusters.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Dictionary of Occupational Titles Volumes 1 and 2 (L.T.I. Career Information Center) [1] [2]	1. Use dictionary. [1] [2]	Teacher interpretation of discussion. [2]
15 Job Clusters [2]	2. Class discussion on what a cluster is and on how jobs develop within these clusters. [1] [2]	Teacher and student discussion. [4]
16 mm Films: "Engineering" [4] (Dept. A-V Extension)		
"Is a Career As a Technician for You?" (F 5) [4] (L.T.I. Career Information Center)	3. Fill in charts of occupations within clusters. [2]	
	4. Students are asked to observe the films and pick a group of jobs or job clusters. [4]	

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: a) Given an occupational field, the student will be able to list educational decisions that may have implications on career opportunities.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrips: "High School Course Selection and Your Career" (FS/C 34) [2] "Preparing for the World of Work" (FS/C 31) [2] "If You're Not Going to College" (FS/C 33) [2] "An Overview of Technical Education" (FS/C 36) [1] [2] "What You Should Know Before You Go to Work" (FS/C 30) [1] [2] (L.T.I. Career Information Center)	1. View filmstrips. [1] [2]	Teacher interpretation of class discussion. [2]
	2. Class discussion. [1] [2]	Teacher evaluation of students' lists. [2]
	3. Students list some educational decisions that affect career decisions. [1] [2]	

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: a) Given an occupational field, the student will be able to analyze advancement opportunities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speaker: Industrial [1] [2]	1. Speaker. [1] [2]	Teacher evaluation of students' lists. [2]
Personal Experiences of Students [2]	2. Occupational research. [2]	Teacher interpretation of class participation. [2]
	3. Interviews. [2]	
	4. List advancement opportunities. [2]	

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*The coded subject appears in brackets [ ] after Resource, Activity and/or Evaluation for which it applies.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 198 - Understand that labor-management, government and public dynamics act to influence the nature and structure of work.

Behavioral Objective: a) Given an occupational field the student will list the ways labor-management act to influence the nature and structure of work.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrips: "Labor Unions" (FS/R 20) [3] "The Rise of Organized Labor" (FS/C 85) [1] [2] (L.T.I. Career Information Center)	1. View filmstrip [1] [2] [3]	Teacher interpretation of class discussion. [2] [3]
	2. Speaker - Union management. [3]	Teacher evaluation of students' lists. [2]
	3. Class discussion. [2] [3]	Question and answer session. [2] [3] Teacher check of student list. [2]
	4. Students list ways labor and management influence nature and structure of work. [2]	

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) Given a general background, the student will be able to identify sources of career information.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources

Guidance Department [1] [2]

Wisconsin State Employment Service [2]

Occupational Outlook Handbook [2]

Kit:
"Occupational Exploration Kit" (GK 3) [2] [3]
(Science Research Associates)
(L.T.I. Career Information Center)

Guidance Series Booklets [2]
(Science Research Associates)
(L.T.I. Career Information Center)

Filmstrips:
"Should You Go To College?" (FS/C 27) [3]
"How To Study Occupations" (CFS 4) [3]
(L.T.I. Career Information Center)

Activities

1. Speaker - Guidance Counselor. [1] [2]
2. List sources of career information. [2]
3. Clsss discussion. [2] [3]
4. Letter writing to sources and reports on findings. [1] [2]
5. Use kits. [3]
6. View filmstrips. [3]

Evaluations

Teacher evaluation of students' lists of sources. [2]

Teacher's evaluation of the class discussion. [2] [3]

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*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

SELF

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: b) Having selected an occupational field, the student will be able to identify various educational and occupational plans.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Speakers: Guidance [2] L.T.I. Career Information Center [2]	1. Teacher presentation. [2]	Teacher's evaluation of response of students. [2] [4]
Filmstrips: "Should You Go To College" (FS/C 27) [2]	2. Speaker. [2]	
"What You Should Know Before You Go To Work" (FS/C 30) [1] [2] (L.T.I. Career Information Center)	3. View filmstrips. [1] [2]	
"Apprentice Training" [2] (AFL-CIO)	4. Class discussion. [1] [2]	
L.T.I. Electricity Instructor [4]	5. Class discussion--what vocational school offers in electricity courses, requirement, and careers. [4]	

*The coded subject appears in brackets [ ] after Resource, Activity, and/or Evaluation for which it applies.

Grades 10-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: b) Having selected an occupation, the student will choose and pursue an appropriate method to gain the skills necessary for entry level employment.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Guidance Department [2] (L.T.I. Career Information Center)	1. Speaker. [2]	Teacher evaluation of students' lists of resources. [2]
Wisconsin State Employment Service [2]	2. List sources of career information. [2]	Teacher evaluation of class discussion. [2]
Pamphlets [2] (U.S. Department of Labor)		
Occupational Outlook Handbook [2]	3. Class discussion. [2]	
	4. Class projects. [1]	

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: b) Given an occupational field, the student will be able to relate his high school courses to the occupational skills.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Video tape: "Wisconsin Power & Light" (Sheboygan Falls High School) [4]	1. Student will list high school courses the employees said were needed for their level of work. [4]	Teacher evaluation of students' lists. [4]

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING

Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: a) Given an occupational field, the student will be able to correlate personal attitudes in school with employment.

Curriculum Considerations: *Code:
[1] = Drawing
[2] = Graphic Arts
[3] = Metals
[4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Tape-Cassettes: "Vocational Interviews" (TC 1) [1] [2] (L.T.I. Career Information Center)	1. Students will report how their personal attitudes compare with the attitudes found in the cassettes about an occupation. [1] [2]	Teacher evaluation of students' report. [2]

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) The student will be able to identify jobs that have been changed, eliminated or created by technological change in a given occupational field.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrips: "Automation. What Is It?" [1] (National Association of Manufacturers)	1. View filmstrips. [1] [2]	Question and answer. [2]
"The Communication Explosion" [2] "To the Moon" [2] (National Association of Manufacturers)	2. View film. [2] 3. Class discussion. [1]	Teacher's evaluation of students' lists of changes. [2]
16 mm Film: "What Is Automation?" [2]	4. Students will list some examples of technological changes that have affected jobs. [2]	

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*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD Grades 10-12 To be emphasized Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that job characteristics require specialized education preparation and training.

Behavioral Objective: a) Given an occupational field, the student will identify changing job characteristics that require specialized education, preparation and training.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
Filmstrip: "New Career Opportunities" (CFS 4) [2] (L.T.I. Career Information Center)	1. View films and filmstrip. [2]	Question and answer. [2] Teacher evaluation. [2]
16 mm Films: "Education in America 20th Century Developments" [2] (University of Minnesota) "Onward and Upward" [2] "The Class of 01" [2] (National Association of Manufacturers) "Jobs and Continuing Education" [2] (McGraw-Hill Films)	2. Student will list changing characteristics that require specialized education preparation and training. [2]	Teacher check lists. [2]

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that job characteristics require specialized education preparation and training.

Behavioral Objective: b) The student will be able to identify and explain training opportunities.

Curriculum Considerations: *Code: [1] = Drawing [3] = Metals
[2] = Graphic Arts [4] = Vocational Electricity (Capstone Course)

Resources	Activities	Evaluations
16 mm Film: "Six In Electronics" [4] (Bell & Howell Schools)	1. Students will list training opportunities. [1]	
Booklet: "Questions and Answers About the Electric Utilities Industries" [4] (Edison Electric Institute)	2. View the film--students identify education and training for a job. [4]	
	3. Teacher presents the booklet to students. [4]	

*The coded subject appears in brackets [ ] after the Resource, Activity, and/or Evaluation for which it applies.

MATH RATIONALE
(Grades 9 - 12)

The career-centered curriculum is meant to supplement the mathematics curriculum, not to replace it. This guide will aid teachers in presenting and incorporating career concepts and objectives into their mathematics course, and thus enable the students to make wiser career decisions.

The activities, resources, evaluations, etc., are suggestions and are by no means complete.

Teachers using this guide may wish to add to, or delete those portions of this material which would be more appropriate to their situation.

Curriculum considerations associated with a particular behavioral objective in no way implies that the objective could not be used at other levels or worked in with other topics.

One order of placing the behavioral objectives into the mathematics curriculum is suggested below. The numbers in the table refer to a specific objective.

9th Grade Math	General Math	Algebra I	Geometry	Advance Math	Computer Unit
136	181	141a	178b	141b	189
138	183	181	181	184	191
177	204	183	144	200	173
182	203	186	188	172	176
167	155	156	148	137	180
150a	172a	160		154	205
150b	190	165		193	178
151	161	166		168	162
169	143	171		196	159
170		203			
201					
202					

In preparing this guide for teachers of mathematics, it became apparent that students should become acquainted with a programable computer. This seems essential in view of the fact that the majority of mathematics related careers are closely associated to the use of the computer.

Three-week Participants

Lou Cecil	- Sheboygan
John Hoffman	- Sheboygan
Charles Kaufman	- Plymouth
Marvin Peterson	- Sheboygan
George Possley	- Cedar Grove

SELF

Grades 9-12
To be emphasized

Concept : I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: (a) The student will evaluate his achievement and interest in math concepts, in a short report, that are directly or indirectly related to a career of interest to him.

Curriculum Considerations: 9th Grade (Operations with Fractions)

Resources	Activities	Evaluation
Record of past math achievement. Math teacher.	1. Consultation with math teacher and with individuals employed in careers of interest to them.	Personal Record and short report.
Students record of Achievement and Aptitude tests in Guidance office. Occupation Outlook Handbook G.A.T.B. Test (Employment Service) David Vocational Test (Houton Mifflin Co.)	2. Student will make his own personal record of scores on various achievement and aptitude tests and other pertinent information and then write a short report on how the information will affect his possible career choices.	
Filmstrip: "High School Course Selection and Your Career" (FS/C 24)	3. Student will record pertinent information on individual index cards.	
	4. Take an aptitude test.	

SELF

Grades 9-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: a) After appraising his mathematical abilities and interests (Obj. 136) the student will list his strengths and also the limitations as they pertain to vurious math related jobs of interest to him.

Curriculum Considerations: Advance Math courses (Quadratic Relations and Systems)

Resources	Activities	Evaluation
Record of past math achievement	1. Compile a list of strengths and weaknesses as they pertain to each math related job of interest to student.	List of strengths and weaknesses.
Student's record of achievement and aptitude tests		
Student's own personal record made for Obj. 136	2. Categorize index cards into two areas (Strengths and weaknesses) developed in objective 136.	
Filmstrips: "Foundations for Occupational Planning" (CFS 2)		
"Are You Looking Ahead" (CFS 3)		
"Career Opportunities" Set I (CFS 4)		
"Career Opportunities" Set II (CFS 5)		

SELF

Grades 9-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: a) The student will write a report on a mathematics related occupation that can lead to a satisfying career.

Curriculum Considerations: Applicable to any high school math course.
9th grade (Fractional word problems)

Resources	Activities	Evaluation
Filmstrip: "Careers in the World of Computers" (FS/R 46) (L.T.I. Career Information Center)	1. Bulletin boards	Determination of student's awareness of the occupations available in mathematics through discussion and subjective evaluations of the written reports.
Pamphlets: "Jobs in Mathematics" (Science Research Associates)	2. Class discussion (Prefilm and post-film) covering occupations open to students.	
"Careers in Mathematics" (National Council of Teachers of Mathematics)	3. A written report on a math occupation of the student's choosing.	
"Professional Opportunities in Mathematics" (Mathematical Association of America)	4. Field trip to: Engineering firm Bank (Computer center) Etc.	
Pamphlet: "You and the Computer: A Student Guide" (General Electric Co.)		
Pamphlets: "Math and your Career" (Government Printing Office)		
General References: "Jobs in Your Future" (G.R. 33)		

WORK WORLD

Grades 9-12
To be emphasized

Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) Students discussing any one type of computer-related work will be able to explain its interdependency upon other specialized computer jobs.

Curriculum Considerations: Advance Math (computer unit)

Resources	Activities	Evaluations
Film: "Computer Careers" American Federation of Information Processing Societies)	1. Class discussion.	Evaluate the activity subjectively. Class discussion or written report.
Library	2. Field trip to computer center.	
Filmstrip: "Careers in the World of Computers" (FS/R 46) (L.T.I. Career Information Center)	3. Written report.	
	4. Viewing filmstrip.	
A school owned desk computer, etc.		
A school owned programable computer.	5. View film.	
	6. Write a simple program.	

WORK WORLD Grades 9-12 To be emphasized Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) The teacher and/or students will select an article from the typical math classroom (i.e. desks, measuring devices, solid models, Etc.) and determine how it became a finished product).

Curriculum Considerations: 9th Grade (Course Introduction Unit)

Resources	Activities	Evaluations
Material articles from the math classroom.	1. Blackboard flow chart development from class discovery.	Self evaluation device such as repeating a flow chart for another article from the classroom.
	2. Discuss how math would be useful in all aspects of activity one.	

WORK WORLD — Grades 9-12, To be emphasized — Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 178 - careers usually develop within job families.

Behavioral Objective: a) The student, in a report, will be able to compare and contrast the difference between scientific, business, systems, and application programming.

Curriculum Considerations: Advance Math (computer unit)

Resources	Activities	Evaluations
Library	1. Research	Written report evaluated by the teacher.
Filmstrip: "Careers in the World of Computers" (FS/R 46) (L.T.I. Career Information Center)	2. View filmstrip	
Occupational Outlook Handbook	3. Writing a report.	
School owned programable desk computer	4. Student will write a simple program.	
Books: Computers: The Machines We Think With. (CB 2)		

WORK WORLD

Grades 9-12
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 178 - Careers usually develop within job families.

Behavioral Objective: b) The student will list, in a report, the advancements that can be made within the carpentry trade, for example.

Curriculum Considerations: Geometry (similar triangles)

Resources	Activities	Evaluation
Filmstrips: "Your Future as a Carpenter"	1. Research	Written report evaluated by the teacher
Occupational Outlook Handbook	2. View films and filmstrips	
Film: "Building Trades Occupation" (NEWIST)	3. Interview a carpenter	
Members of the carpentry trade	4. Write a report	

SELF

Grades 9-12
To be emphasized

Factors: Structure and Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: a) The student will trace the career development from coder to junior programmer to programmer to systems analyst, by mentioning the additional requirements needed, to go from one job to another. This behavioral objective is an example of one of many occupations that a student might select to trace career development.

Curriculum Considerations: Advance Math (computer unit)
Certain occupations may be developed for other math courses.

Resources	Activities	Evaluations
Filmstrip: "Careers in the World of Computers: (FS/R 46) (L.T.I. Career Information Center)	1. Bulletin board project	Extra credit research project finalized with a bulletin board presentation.
	2. Discuss filmstrip	
School owned programable desk computer		
Library Research	3. Write a simple program	

SELF

Grades 9-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective:
a) The student will construct a graph comparing beginning and average salaries of three math related jobs of interest to him.
b). The student will write a short report of the non-material rewards of the three math related jobs of interest to him.

Curriculum Considerations:
a) Algebra (systems of equations and inequalities)
b) Advanced Math (systems of linear open sentences)

Resources	Activities	Evaluation
Readers Guide to Periodical Literature	1. Library research	Statistical graph comparing beginning and average salaries of three jobs.
Recent periodicals dealing with statistics on math-related jobs.	2. Class discussion	Written report on Personal Rewards
Employees in math-related jobs.	3. Bar graph on bulletin board comparing salaries (beginning and average in different colors) for mathrelated jobs.	
Occupational Outlook Handbook		
State Employment Office		
	4. Tape record interviews with employees of various math-related jobs.	
	5. Written report by student comparing the three math-related jobs that are most appealing to him.	

SELF

Grades 9-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) The student will select three different math-related occupations and will write a report listing and describing leisure activities in which employees are involved and the time available for such activities.

Curriculum Considerations: General Math (personal finance)

Resources	Activities	Evaluation
Employees of various jobs. Bureau of Labor Statistics. Reader's Guide to Periodical Literature. Occupational Outlook Handbook.	1. Interview various people employed in jobs of interest to student. 2. Class discussion 3. Have student write Bureau of Labor Statistics for information on Leisure Time Activities	Written report

WORK WORLD	Grades 9-12 To be emphasized	Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: a) The student will develop an understanding through class discussion as to why he is enrolled in a particular math course.

Curriculum Considerations: General Math, Algebra, Geometry (Course Introduction)

Resources	Activities	Evaluation
Individual student	1. Class discussion	Class discussion
Industrial speaker		Student attitude toward class as observed by the teacher.
	2. Industrial speaker discuss importance of math in industry and business.	

CAREER PLANNING

Grades 9-12
To be emphasized

Factors: Training and
Education

Concept: VI - Education and work are interrelated.

General Objective: 154 - Accept the concept of continuous education and training for enhancing and affecting one's career development potential.

Behavioral Objective: a) The student will explain that in order to become qualified for a mathematics related career, one must constantly improve his education.

Curriculum Considerations: Advanced Math (Exponential functions and logarithms)

Resources	Activities	Evaluation
Pamphlets on math-related careers: "Careers in Mathematics" (National Council of Teachers of Mathematics) "Jobs in Mathematics" (Science Research Associates) "Professional Opportunities in Mathematics" (The Mathematical Association of America) "Mathematics and Your Career" Series (Government Printing Office)	1. Class discussion	Subjective evaluation of discussion

Concept VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) Through discussion, the student will demonstrate recognition and an understanding of the relationships between concepts that are being stressed in his mathematics courses and the world of work.

Curriculum Considerations: 9th grade (decimals)

Resources	Activities	Evaluations
Classroom emphasis Text materials Occupational Outlook Handbook Guidance Offices L.T.I. Career Information Center Kit: "Occupational Exploration" Kit (Science Research Associates)	1. Take notes when math applications are discussed. 2. Read supplementary text materials (not assigned) involving math applications. 3. Investigate information sources for career planning. 4. Library research	The teacher will determine whether or not the student speaks with a sense of authority and self-confidence about mathematic concepts and their relation to careers of interest.

WORK WORLD

Grades 9-12
To be emphasized

Factors: Structure and
Nature

Concept VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) The student will be able to discuss how the computer, for example, has created the necessity for people in technical and skilled occupations to be aware that their education will be a continuing process.

Curriculum Considerations: General Math (number bases)
Algebra (operations on real numbers)

Resources	Activities	Evaluations
Magazines and periodicals dealing with the computer revolution.	1. View film, "The Computer Revolution."	Subjective evaluation of discussion.
Film: "The Computer Revolution" (CBS Productions)	2. Class discussion	
Reader's Guide	3. Research	

WORK WORLD

Grades 9-12
To be emphasized

Factors: Social, Economic,
Political

Concept: VI - Education and work are interrelated.

General Objective: 184 - Understand career opportunities in relation to availability of training.

Behavioral Objective: a) Students that show interest in a mathematics career will read and confer with informed people to discover where the best training is available.

Curriculum Considerations: Advanced Math (Polynomials and Factoring)

Resources	Activities	Evaluations
Guidance Office	1. Conference with Guidance counselor and instructor.	Subjective evaluation of conference.
Accredited Institutions of Higher Education (American Council of Education)		
Occupational Outlook Handbook	2. Research by individual students about math careers.	

SELF

Grades 9-12
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: a) The student will research to determine if he might pursue a career related to mathematics.

Curriculum Considerations: Geometry (angle relationships)

Resources	Activities	Evaluation
The individual	1. Personal conference with teacher, counselor	Self evaluation
The teacher		
Booklets: "Guidance Activities for Secondary School" (Science Research Associates)	2. Explore kit	
"Jobs in Mathematics" (Science Research Associates)		
"Careers in Mathematics" (National Council of Teachers of Mathematics)		
Film: "Building Trades Occupation" (NEWIST)		
Counselor and personal record		
Occupational Exploration Kit (Science Research Associates)		

WORK WORLD

Grades 9-12
To be emphasized

Factors: Social, Economic,
Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 188 - Take into account the extent to which technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: a) The student will discuss how technology may affect employment opportunities.

Curriculum Considerations: Geometry (Inductive reasoning)

Resources	Activities	Evaluations
Film: "The Computer Revolution" (CBS Productions) (La Crosse State University)	1. Film and class discussion about employment opportunities and technological change.	Self evaluation.
Engineering Consultant in Sheboygan Area: "Donahue Engineering"	2. Field trip.	

Grades 9-12
To be emphasized

Factors: Structure and Nature

Concept IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective: a) Due to the specialized computer jobs, the student will discuss the need for cooperation among the workers after viewing the filmstrip "Careers in the World of Computers."

Curriculum Considerations: Advanced Math (Computer Unit)

Resources	Activities	Evaluations
Filmstrip: "Careers in the World of Computers." (FS/R 46) (L.T.I. Career Information Center)	1. View filmstrip. 2. Discussion following filmstrip to discover what cooperation is needed.	Subjective evaluation of discussion.

WORK WORLD

Grades 9-12
To be emphasized

Factors: Individual
Psychological

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) The student, in a group discussion, will compare the degree of application for a math concept*at various levels of attainment in a career.**

Curriculum Considerations: Advanced Math (Vectors and complex numbers)

Resources	Activities	Evaluations
Teacher and speakers Math textbook	1. View film	Subjective evaluation during class discussion.
Reprints from "70-71" Occupational Handbook; Electronics, Building Trades, Business and Statistics	2. Read resource materials	Objective test relating math concept levels to career levels.
NEWIST Film: "Building Trades Occupations" (NEWIST)	3. Bulletin display comparing degree of application of math concept* (relation, trigonometry, vectors/complex numbers, axiomatic structure) at various levels of careers.** (electronics, building trades, statistics and business).	
	4. Notebook recording from teacher-class discussion and speakers.	

WORK WORLD

Grades 9-12
To be emphasized

Factors: Social, Economic,
Political

Concept: XI - Occupations and life styles are interrelated.

General Objective: 196 - Understand that leisure time and avocational activities can complement work as a means of self-expression.

Behavioral Objective: a) The student will identify through a discussion the leisure time and avocational activities that complement math-related jobs of interest to them.

Curriculum Considerations: Advanced Math (trigonometry)

Resources	Activities	Evaluations
Teacher introduction: Surveyor - Sailing Draftsman - Flying Radiologist - Sailing Engineer) Math Programmer) - Puzzles Booklets: "Enjoying Leisure Time" "Mathematics" (Science Research Associates)	1. Students investigate avocations activities by: a) class discussion b) interview c) reading materials related to leisure time activities c) construct mathematical models relating a vocation to leisure time.	Evaluate class discussion and individual teachers--student conversations.

CAREER PLANNING — Grades 9-12, To be emphasized — Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 165 - Understand that each decision one makes may have important implications for future decisions.

Behavioral Objective: a) The student will list various occupations where the concept of multiplicative inverse is not used.

Curriculum Considerations: Algebra--Study of properties of numbers (multiplicative inverse) use as motivational device.

Resources	Activities	Evaluation
Teacher and Tradesmen Filmstrip: "Number Properties" (Popular Science)	1. Taking notes when viewing film and filmstrip.	Test on math concept of Multiplicative Inverse will include a question on occupations where not applied.
Math workbooks in various occupational fields:	2. Interviews	
Practical Problems in Mathematics:	3. Work in math workbooks	
Auto Mechanics Electricity Carpentry Machine Trades Plumbing Sheet Metal Fabrication Masonry (Delmar)	4. Compile list of occupations.	

CAREER PLANNING Grades 9-12 To be Emphasized Factors: Training & Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: a) The student will select occupations of interest to him and describe in a report the level of mathematics required for each occupation.

Curriculum Considerations: 9th grade - per cents

Resources	Activities	Evaluation
High school curriculum guide College and university catalogs	1. Discussion between student and teacher	Subject evaluation of discussion Written report
Vocational and technical school catalogs "Careers requiring training in Mathematics"	2. Student research of listed resources	
Occupational Outlook Handbook Trade and Apprenticeship guides	3. Written report or construction of card file stating math requirements for their occupational interests.	

CAREER PLANNING — Grades 9-12, To be emphasized — Factors: Training & Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: a) The student will be able to compare the degree of application for a math concept* at the various levels of attainment in a career.**

Curriculum Considerations: Any high school math course when the following math concepts are studied: relation, trigonometry, vectors and complex numbers, axiomatic structure.

Resources	Activities	Evaluation
Teacher and speakers	1. View film	Subjective evaluation during class discussion
Math textbook		
Reprints from "70-71" Occupational Outlook Handbook:	2. Read resource materials	Objective test relating math concept levels to career levels.
Electronics	3. Bulletin display comparing degree of application of math concept* at various levels of career**.	
Building Trades		
Bus. & Statistics (Requisition #14)		
Film: "Building Trades Occupations" (NEWIST)	4. Notebook recording from teacher-class discussion and speakers	
Pamphlet: "Math and your Career" (U.S. Dept. of Labor, Bureau of Labor Statistics)	5. Write to Bureau of Labor Statistics for information.	

*(relation, trigonometry, vectors/complex numbers, axiomatic structure)

**(electronics, building trades, statistics and business)

SELF

Grades 9-12
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: a) The student will select a mathematics-related occupation of interest and list in a report the educational and job requirements.

Curriculum Considerations: 9th grade (ratio and proportion)

Resources	Activities	Evaluation
Textbook	1. Reading	Discussion and analysis of report
Library		
Guidance Resource Center	2. Using card files and Reader's Guide	
L.T.I. Career Information Center		
Industrial Representatives	3. Writing report	
Occupational Outlook Handbook		
Film Strip: "Careers in the World of Computers" (FS/R 46) (L.T.I. Career Information Center)	4. Interviews with employees in math-related jobs of interest	
Booklet: "Jobs in Mathematics" (Science Research Associates)		
"Careers in Mathematics" (National Council of Teachers of Mathematics)		
"Professional Opportunities in Mathematics" (Mathematical Association of America)		
Pamphlets: "Math and your Career Series" (Government Printing Office)		
Film: "Building Trades Occupation" (NEWIST)		

CAREER PLANNING　　Grades 9-12　　Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: a) Student will be able to graphically analyze the cause of the discharge of people in our space program in mathematics related jobs.

Curriculum Considerations: General mathematics (graphing and statistics)

Resources	Activities	Evaluations
Social welfare articles in magazines and other periodicals dealing with federal expenditures.	1. Develop appropriate graph to represent data gathered.	Explain verbally or in a written statement, using graphical means, why people lost jobs in the space program during the early 70's.
Secure information from information centers related to space programs.	2. Obtain from Senator Proxmire information on cause of discharge of people from the space program.	
Book: How to Lie With Statistics by Darrell Huff	3. Obtain information on cause of discharge of people from space program from Aerospace Companies.	
Senator Proxmire (I.E.)		
Boeing, Lockheed, Etc.		
Use of library resources such as a) Readers' Guide to Periodical Literature		

Grades 9-12 Factors: Training and
CAREER PLANNING To be developed Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) Given the student has a basic knowledge of the capabilities of the computer, from a list of jobs, he will be able to identify those jobs that were eliminated, created, or modified through the introduction of the computer into our society.

Curriculum Considerations: General Mathematics (number bases)
Advanced Mathematics (computer unit)

Resources	Activities	Evaluation
Filmstrip: "Careers in the World of Computer." (FS/R 46) (L.T.I. Career Information Center)	1. Field trip to local computer center.	Matching test.
Pamphlets and materials from IBM, G.E., Honeywell, National Cash Register, Univac, Control Data, Bell Telephone	2. Speakers from computer center.	
Video tape recorder, camera and T.V.	3. Bulletin boards.	
	4. Films and filmstrips.	
	5. Video tape of local computer center.	

WORK WORLD
Grades 9-12
To be developed
Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: a) The individual will explain why specific jobs, requiring mathematics training, would demand willingness to accept responsibility in order to receive advancement.

Curriculum Considerations: 9th grade (number bases)

Resources	Activities	Evaluations
Insurance companies (Educational Division Institute of Life Insurance)	1. Contact companies, business, and agencies that might provide the desirable information about math related occupations.	Subjective judgment of student's explanation.
Local Banks		
Engineering Consultants	2. List general responsibility traits required for advancement.	
Pamphlets: "Math and Your Career" (Bureau of Labor Statistics Washington, D.C.)		

WORK WORLD

Grades 9-12
To be developed

Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 203 - Recognize that changing job characteristics require specialized education, preparation, and training.

Behavioral Objective: a) Investigate jobs that interest the students that might require preparation and training in the metric system.

Curriculum Considerations: General Math (Measurements) Algebra (Exponents)

Resources	Activities	Evaluations
Contact: Auto industry training schools, Society for metric measurement	1. Bulletin Board displays Comparison of measuring systems Tools (measuring) Etc.	Essay test or report on job and how metric system is or will be applied.
Film: "Metric System" (B.A.V.I.) (Coronet)	2. View film and discuss.	

SCIENCE RATIONALE

Grades 10 - 12

The materials in this guide are intended to aid teachers in presenting and incorporating career concepts and objectives into their science courses. The activities and resources listed are intended to expose the students to various career opportunities relating to science disciplines, and thus enable them to make wiser career decisions.

Since the activities, resources, evaluations, Etc., are suggestions and are by no means complete, teachers may wish to add to, or delete as is appropriate to their situations.

Three week participants

Ron Mischock -----Sheboygan Falls

Al Hanson---------Washington, Two Rivers

SELF

Grades 10-12
To be emphasized

Factors: Individual
Psychological

Concept: II - Persons need to be recognized as having dignity and worth,

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: The student will be aware of the many occupations in biology and that choosing one of them can lead to a satisfying career.

Curriculum Considerations: Biology I or II

Resources	Activities	Evaluation
Video Tapes: "Conservation Recreation" (VT 15)	1. Bulletin board.	Determination of student's awareness of the occupations available in biology through discussion and subjective evaluations of the written reports.
"Forestry" (VT 24)	2. Class discussion covering occupations open to students.	
"Agri-business Occupation" (VT 17)		
"Exploring Health Occupations" (VT 15)	3. A written report on a biology occupation of the student's choosing.	
(L.T.I. Career Information Center)		
Cassettes: "Your Future in a Drugstore" (Audio-Magnetic Corp.) Cardena, CA	4. View films - tapes - listen to cassettes.	
"Your Future as a Dispensing Optician"		
"Your Future as a Medical Lab. Assistant"		
"Your Future as a Dental Technician"		
"Your Future as a Licensed Practical Nurse"		
"Your Future as an X-ray Technician"		
Filmstrips: "Health Careers - 1-2-3 & 4" (San Francisco Medical Society) (L.T.I. Career Information Center)		

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual
Psychological

Concept: III - Occupations exist for a purpose.

General Objective: 175 - Understand that work has intrinsic values such as satisfaction from achievement and personal recognition showing worth.

Behavioral Objective: The student will explain the role of the biologist in society.

Curriculum Considerations: Biology I and/or II

Resources	Activities	Evaluation
National magazines: Time, Newsweek, Etc., science section.	1. Conduct a discussion on: The role of the scientist in society.	Oral or written report on the role of and the need for biologists in our society.
Daily newspapers		
"Interaction of Experiment and Ideas", Section 17 & 18 (BSCS) - Second level	2. Prepare a list of current biologists who are of national and international note. Discuss the contributions of each to society and the rewards each receives - both monetary and intrinsic.	
	3. Prepare a list of personal satisfaction derived from work; i.e. pride of accomplishment, pleasure in helping others, ego stimulation.	

SELF

Grades 10-12
To be emphasized

Factors: Structure and
Nature

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: The student will chart the career requirements of 3 job levels within a given occupational field.

Curriculum Considerations: Biology I

Resources	Activities	Evaluation
Filmstrip/tape "Health Career 1-2-3-4" (S.F. Med. Society)	1. Class discussion	Teacher evaluation of student reports.
Occupational outlook Handbook	2. Library research	
Pamphlet "Jobs in Science" (SRA)	3. View filmstrips	
	4. Written report by student listing the career requirements of 3 jobs within a given occupational field.	
	5. Bar graph on bulletin board comparing salaries of different job levels within a occupational field.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual
Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: Student will verbalize why people do what they do for a living.

Curriculum Considerations: Biology I

Resources	Activities	Evaluation
Individual student Teacher Library Course textbook Material on Important Biologists	1. List the reasons why people work. (Money, prestige, occupy time, escape, enjoyment, experience, meet people, glamour, dedication to a calling or an ideal, pride, security, etc.)	Teacher evaluation of student discussion
	2. Discuss the motives of five famous biologists (Pasteur, Koch, Salk, Etc.) in relationship to Activity #1.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: Student will explain the value of school subjects as they apply toward the pursuit of a career.

Curriculum Considerations: Biology I and/or II

Resources	Activities	Evaluation
Newspaper classified ad section. (Use several newspapers.) Local industry Personnel Managers.	1. Check newspaper ads for jobs requiring a biological background.	Teacher check on newspaper ads brought in by students. Teacher check on student lists.
Professional and trade journals. College and technical school catalogs.	2. What are you learning in school that you can relate to work in a biological occupation?	Written report from each student summarizing his goals and steps leading to that goal.
	3. Justify how studying this subject might help you obtain a position related to your favorite subject.	
	4. Make a list of biologically related occupations found in local business and industry.	
	5. Trace the educational or training steps needed to reach your career goal. Where will you be able to get this education? Can you qualify to enter this training?	

SELF　　Grades 10-12　　Factors: Ind. Psychological
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 35 - Understand why each individual is unique.

Behavioral Objective: Given sufficient background in the physiological factors which explain why individuals differ, the student will evaluate the basic premise of the uniqueness of the individual.

Curriculum Considerations: Biology I, (Genetics)

Resources	Activities	Evaluation
Section of book dealing with genetics. Reference: "You and Heredity"	1. List those human characteristics that are hereditary; and those that are a result of environment.	Objective test on heredity and environment. Teacher evaluation of students' lists.
Movie: "The Thread of Life" (Bell Telephone Co.)	2. Discuss how human hereditary factors are molded by environment.	Teacher evaluation of laboratory exercises.
	3. Each student will compile a list of how he differs from others in interests, attitudes, etc.	
	4. Inquiry 32-1 Yellow Version "A Population Genetics Study" (BSCS)	
	5. Inquiry 32-2 Yellow Version "A Trait in Human Inheritance" (BSCS)	

SELF Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 146 - Recognize and accept the influences of many factors on career development. (peers, family, significant adults, community, geography, economics, etc.)

Behavioral Objective: To explain the importance of time and location in influencing employment opportunity.

Curriculum Considerations: Overview of chemistry course

Resources	Activities	Evaluation
Family history	Make family tree of members' employment.	Have student explain the relationship of time and location and opportunity as they influenced other peoples' choice, or chance of career.

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 158 - Evaluate career expectations others have for you and how these expectations affect your career plans.

Behavioral Objective: Explain the effect of other peoples' (father, counselor, etc.) expectations of you and your career choice and the difficulty that will be encountered in choosing such a career.

Curriculum Considerations: Overview of chemistry course.

Resources	Activities	Evaluation
Personal contact with family, relatives and other people concerned	List employment ambitions others have for you along with advantages, disadvantages and other personal considerations.	Be able to see how other peoples lives and activities lead to their thought regarding your career.

WORK WORLD
Grades 10-12
To be emphasized
Factors: Individual psychological factors

Concept: X - Environment and individuals potential interest to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: Will explain, using examples, the level of proficiency that will be acceptable at various levels of attainment in a career area.

Curriculum Considerations: Chemistry

Resources	Activities	Evaluation
Text Chemicals Lab equipment	Determine percentage composition of a compound. Example: copper II oxide.	Explain levels and employment possible with each of the degrees of accuracy exhibited in the results of the data and conclusions.

CAREER PLANNING

Grades 10-11-12
To be emphasized

Factors: Information Gathering

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 162 - Experience several occupational tasks he could perform or learn to perform.

Behavioral Objective: Demonstrate several jobs such as a photographer, darkroom worker, etc. that utilize the principles of light in photography.

Curriculum Considerations: Physics, refraction of light, measurement of light

Resources	Activities	Evaluation
Camera film Darkroom chemicals paper (print)	1. Properly expose film for a variety of subjects: still life or portrait scenery action (sports, etc.)	Good quality negatives Obtain satisfactory prints that show a working knowledge of optics, quantity of light, chemical reactions and thought.
FS/R 50 Careers in Photography	2. Develop film	
	3. Print (1) contact (2) enlarge	

SELF   Grades 10-12   Factors: Training and Education
                        To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: A student will identify and use resources which will facilitate personal career planning.

Curriculum Considerations: Biology I and/or II

Resources	Activities	Evaluation
Occupational Outlook Handbook Guidance Counselor	1. Reading and research	Prepare a list of resources for career information
School or L.T.I. Career Information Center Booklet: "Jobs in Science" (S.R.A.) Library	2. The student can do research into the various facilities that have career information and develop their own list of resources pertaining to their career choices.	Write a paper on your career choice from the information you gained from your resource Discussion with individual students
	3. The Guidance Counselor will come in and explain the resources available.	Discussion and analysis of reports
	4. Record information on index cards and file for future reference.	
	5. The student will visit the L.T.I. Career Information Center to see what is available there on career information.	

WORK WORLD

Grades 11-12
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: To be able to compare the activity to that of a quality control lab worker.

Curriculum Considerations: Chemistry (acids, bases, neutralization)

Resources	Activities	Evaluation
Text	Titration Individual or team work	Make comparison between the experiment and the job.
Instructor	Accurately measuring volumes	
Lab Manual	Preparing standard solutions (A) calculations (B) Manipulate equipment	Precision is the key to success of a quality control lab worker.
Lab equipment		
chemicals	Reaching end point (A) Manipulate equipment (B) calculate results	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training & Education

Concept: XVI - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities available to an individual.

Behavioral Objective: A student will identify educational considerations necessary in career planning.

Curriculum Considerations: Biology I and/or II (Introduction)

Resources	Activities	Evaluation
Dictionary of occupational titles Occupational Outlook Handbook Chronicle Guidance Series Booklets (Science Research Associates)	1. Give out a list of occupations of a biological nature: a. Professional b. Semi-professional c. Skilled d. Semi-skilled e. Unskilled What high school education must one have to prepare for entry.	In a short paper, the student will select a career that interests him and list the educational requirements of that career.
	2. Take a career you have thought about and explore what kinds of educational background you must have in high school courses, college and/or further training.	
	3. Discuss alternatives to formal education.	

CAREER PLANNING

Grades 10-12
To be Developed

Factors: Training & Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) A student will list examples that indicate that jobs are modified, eliminated, and created by technological and societal change, and that individuals must be flexible.

Curriculum Considerations: Biology, Cultural Evolution of Man

Resources	Activities	Evaluation
Newspapers Magazines School guidance personnel	1. Make a list of new biological occupations or jobs that did not exist 15 years ago.	Teacher check on student lists. Group discussion mentioned under Activity #3.
Personnel director from local industry Occupational Outlook Service, Bureau of Labor Statistics, U.S. Dept of Labor	2. Hypothesize what the demand will be for biologically oriented people 15 years from now.	
Science Text- Yellow Version Chapter 34 (BSCS)	3. Discuss: What should be the role of the school in preparing students for future jobs; jobs that don't exist today?	
	4. Guidance counselors and speakers from local industry to speak to class on how job demands have changed, and what they anticipate in the future.	

CAREER PLANNING

Grades 10-12
To be emphasized

Concept: XVI - Job characteristics are and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated or created by technological and societal change.

Behavioral Objective: b) To explain that change is going to eliminate some jobs.

Curriculum Considerations: Physics (mechanics, electronics)

Resources	Activities	Evaluation
Science News Letter	Make a list of new inventions (machines) that can do jobs more economically than hired laborers.	Student to write report showing the types of jobs that are likely to change or be eliminated.
Television		
Radio		
Science magazines Examples: Popular Science Popular Electronics Popular Mechanics		

SOCIAL STUDIES/PSYCHOLOGY RATIONALE
GRADES 10 - 12

Social Studies

It is the consensus of the social studies representatives on this project that career information is important for four reasons, each of which relate significantly to the entire spectrum of social science; these will provide the rationale for our participation in this workshop:

1. We recognize the importance of making available information, materials, and methods that will foster responsible, realistic, and critical attitudes toward an individual choice of career.
2. We recognize the need to examine career information in the hope that we can integrate the world of work with one's life goal.
3. We wish to examine society hoping to discover it's critical needs and correlate them with career information and career choice.
4. We recognize the need to provide teachers with preliminary directions toward relating career information with historical and societal problems.

Psychology

It should be noted that it is impossible to select one particular unit in psychology as the best possible place to emphasize a certain concept. Many of these concepts can be taught in several psychological units.

Numerous methods, such as research projects, simulation games, films, speakers, and etc. can be brought in many different places in the course.

Therefore the unit selected is only a suggestion as to where a concept may be emphasized.

Three-Week Participants

Wes Zellmer - Plymouth
Jerry Brinkman - Plymouth
Bill Lambrecht - North High, Sheboygan
LuVern Kopp - North High, Sheboygan
Richard Alby - North High, Sheboygan
Edward Brinkman - Plymouth
Wayne Conger - Plymouth
Fred Henschel - Plymouth
Bob Rank - Plymouth

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: a) Each student should understand the various theories concerning the development of behavior.

Curriculum Considerations: Psychology (Learning Unit)

Resources	Activities	Evaluation
Laboratory Experimentation	1. Perform Operant and Classical conditioning techniques.	Teacher evaluation.
Books: Psychoanalyis by Freud Humanistic Theory by Maslow Beyond Freedom and Dignity by Skinner Games People Play by Berne Walden II by Skinner 1984, and Animal Farm by G. Orwell The Naked Ape by Morris Brave New World by Huxley Future Shock by Toffler (Vance Packard Books)	2. Discuss the difference between Humanism and Determinism.	

SELF

Grades 10 - 12
To be emphasized

Concept I - An Understanding and acceptance of self is important throughout life.

General Objective: 130 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: b)Each student will gain the experience of analyzing his own interests and their connections with possible future careers.

Curriculum Considerations: Social problems and psychology (personality Unit), 9th Grade Civics (Unit on Careers) World History

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Resources	Activities	Evaluation
S.P., 9th Gr Civics, W.H. Kuder Occupational Interest Inventory	S.P., 9th Gr Civics W.H. 1. Administer Kuder and occupational interest survey to each student.	S.P., 9th Gr Civics W.H. Interpretation and explanation of test results by teacher or counselor.
Occupational Interest Survey from B.O.C. & S		
Kuder Interpretive Manual	2. Have himself score the inventories with the help of the teachers or counselor.	Observation of the group interaction and subjective evaluation of the student's career choice.
Dictionary of Occupational Titles		
Poster series What Good will that do him? (General Electric Corp.)	3. Break down into groups of like interest students, for sharing of information and ideas on related occupations. Use Kuder Interpretation Manual, D.O.T.	Summary of interviews by students. Student committee to rate the posters.
Psychology Inventories and tests available from C.E.S.A. or Articulation center or counseling office at school		Assess students research pertaining to understanding of qualities that are essential to good leaders.
Other test possibilities: 1. Kuder Preferance 2. Occupational Interest Survey 3. Strong V.I.B. 4. Vineland (Maturity) 5. Mooney 6. Allport Values 7. Motivational Survey (Engle Workbook) 8. Personality tests	4. Each student will designate two career titles for each of his three top interests. 5. Interview people in selected occupations. 6. Make poster similar to General Electric Series.	Teacher evaluation of assigned activities.

SELF Grades 11-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: c) Students will examine their own values and attitudes toward themselves as individuals.

Curriculum Considerations: Psychology, (Personality Unit), World History

Resources	Activities	Evaluations
16mm Films: "To be a Man" "To be a Woman" "To be in Love" (Billy Budd Films Incorporated)	1. Read and discuss Haughhurst Developmental Tasks (Usually get these from your counselor)	The experience of discussion and film viewing, and the written reaction will accomplish the behavioral objective.
Haughursts Developmental Tasks, from his book "Developmental Psych"	2. Show Billy Budd film series.	World History Teacher's and student's appraisal of class participation.
Peers		
World History	3. Discussion from list of questions included with films.	
Great Men in History (Biographies)		
Psychology 16mm Films: "Managing Your Emotions" "Learning About Human Behavior" "My Life to Live" (Coronet)	4. Student should react on paper to each film in his own subjective way (at least one page). World History 1. Compare one's own qualities to those of prominent world figures	
"Guidance in the Seventies" (L.T.I. Career Information Center)		
	2. Class Discussions	

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: e) A student will be able to appraise and move toward acceptance of his abilities, interests, attitudes and values, based on objective data.

Curriculum Considerations: Psychology and social problems/World History

Resources	Activities	Evaluations
Counselor Inventories and tests available from C.E.S.A. or Articulation Center or Counseling office at school.	1. Counselor will present and explain the uses and values of available tests.	An evaluation will be based upon the completion of the individual assigned activities.
Possibly Kuder Preference Record Occupational Interest Survey Strong V.I.B.	2. Personnel department representative from a local industry will discuss his testing program.	Critique by students of personnel representation. Paper by student indicating results of his research
Vineland(Maturity) Mooney Allport Value	3. Student will select from the available instruments, those which he wishes to use on himself.	
Iowa Test of Educational Development	4. Students will write a report,or profile on himself compiling the results of his reasearch.	
Scholastic Aptitude Test		
General Aptitude Test Battery		
Adjuctive Check List		
Personality test in Dunwiddie's *Problems of Democracy* pp.97-98		
Resource person from Personnel Department of local industry		
Personal profiling form for career exploration. (Sextant)		

SELF

Grades 10-12
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: a) Student should list strengths and limits of self appraisal by comparison of great men and nations.

Curriculum Considerations: Psychology (Personality Unit) social problems/ World History

Resources	Activities	Evaluation
Results of Activities in General Objective 136	1. Categorize the results of the activities into areas of strengths and limitations.	Student completing assigned activity. Self comparison by student not to be divulged to teacher or class.
S.P. & W.H. Books: Rise and Fall of Roman Empire Will Durant Material Rise and Fall of 3rd Reich Western Civilization	2. Divide the class in two student teams and permit each team the opportunity to develop a list of individual strengths and limitations. Present the list to friend and have him criticize it.	Inter-group evaluation.
	S.P. & W.H. 1. Rise and fall of great nations and peoples: Greeks Romans Egyptians English Spanish Germans 2. Panel discussion group comparisons of cultures.	

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: a) The student will relate his unalienable right to choose an occupation to man's dignity.

Curriculum Considerations: U.S. History (11), World History, Economics, Political Science, Units on Political Philosophy, Industrial Age.

Resources	Activities	Evaluations
Texts Social Studies Resource Center Libraries Resource people, i.e. Labor, Politicans, Veterans 16mm Film: "Out Immigrant Heritage" (Minnesota Source)	1. When examining specific historical concepts, the rights of individual job choice will be analyzed and explored. Examples of this would be included in the topics of a) Frontier and Westward Movement, b) U.S.'s role in war, c) development of labor movement, and d) attempts to develop Utopias.	Based on teacher evaluation of assigned activities and inclusion of items on the objective test. Relate Utopia concept to goals in life and careers. Stress individual utopia or (goal in life).
Utopia Sir T. More The Prince Machivelli Manifesto K. Marx Economics Warkan	2. Student/teacher techniques include debate, discussion lecture, sociodrama, and oral/written presentations based on individual research.	Teacher evaluation of above.

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a persons' right to choose an occupation.

Behavioral Objective: b) Students apply hypotheses of how to gain equality from study of equality to contemporary problems.

Curriculum Considerations: World History: Europe and the World--The Idea of Equality

Resources	Activities	Evaluations
Shaping of Western Society Record Side 2 Band 2 "Mr. Hopkins' Will"	1. Read readings pp. 256-261.	Discuss 1. Why in author's opinion all men should be equal. 2. How in author's opinion would they fit in equality in the society.
Library Social Studies Resource Center	2. Have students recall social concepts and prepare questions to evaluate reading 47-48.	A small group use analytical questions to develop hypotheses about 19th century world.
Career Information Center Case Studies of Equality Handout	3. Reading readings pp. 261-267.	Discuss the changes necessary to promote equality and create hypotheses.
	4. Relate the hypothese of 19th century to author's opinion of equality.	Discuss a. Did they make the changes that expanded equality.
	5. Read readings 267-273.	b. How would these reforms affect social concepts. c. How was expansion of equality brought about.
	6. Use hypotheses of change to examine reading.	
	7. Look at terms Freedom and equality.	Discuss the conflict in terms how to resolve and the difficulty in resolving.

SELF

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 138 - Respect a person's right to choose an occupation.

Behavioral Objective: c) Students to relate Greek values to present western values and their individual values.

Curriculum Considerations: World History - Foundations, Classical age.

Resources	Activities	Evaluations
Shaping of Western Society Lesson G pp.38-42 (see Teacher's Guide) Recording Side 1 Band	1. Listen to and answer question on class handout.	Compare oration and their hypotheses of Greek values to accept change, or reject their hypotheses.
"Growing up in Athens" A Study in Values."	2. Develop hypotheses on values of Greeks.	
Class Handout #4	3. Read pages 38-42 Pericles "In Praise of Athens"	

SELF

Grades 10 - 12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 139 - Respect a person's occupational choice.

Behavioral Objective: a) The student will examine and expose the sources of occupations prejudices.

Curriculum Considerations: Social problems, psychology, unit interpersonal attraction.

Resources	Activities	Evaluations
Occupational Outlook Handbook (for lists of occupations and descriptions) Student peers Dictionary of Occupational Titles	1. Student will select an occupation that he would not consider entering because it is unattractive to him He will then analyze it in respect to its value for those persons who choose it, and its value to society in general.	Students will list his reasons for disliking the occupations chosen--pre and post. Statistical study of students involved by the class.
Occupation Attitudes Survey (Engle) Women's Liberation Material Mexican American	2. A triod can then be formed in which the three students discuss their finding. Study parental occupations in relation to students choice.	Experience of panel discussion will accomplish behavioral objective.
	3. Given a list of the occupations chosen by the class, each student will rank order them according to his preference.	
	4. Class will discuss the results of the rank order lists.	

Grades 10-12
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: a) Students will be able to identify factors which contribute to the dignity of work.

Curriculum Considerations: Psychology, Social problems, Personality unit

Resources	Activities	Evaluations
Texts	1. A student is assigned or selects an occupation and reports on the reasons why this job is satisfying.	Based on student report
Table of status of occupations		Judge the adequacy of the instrument by observation.
Interview with workers		Interpretation of results of survey in relation to the desired outcomes.
Library and social science resource center	2. The class will develop a survey instrument.	
L.T.I. Career Information Center Personnel		
	3. Each student will administer the survey to at least one worker.	
	4. A selected group of students will compile the results of the survey.	
	5. Discussion of results and how it relates to them.	

WORK WORLD

Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 174 - Understands work as a means for fulfilling personal needs through avocational or other activities.

Behavioral Objective: a) Student will analyze his own need for creative activity in use of leisure time.

Curriculum Considerations: Psychology, Social Psych.

Resources	Activities	Evaulations
Oberlin College information from their "Alternative vocations placement office" Occupational Outlook Handbook Peers	1. Students will use the list of occupations from Occupational Outlook Handbook and list three which appeal to them as leisure time pursuits.	Student will write a "Crystal ball" paper predicting his occupational activities twenty years hence and how this might effect his leisure time.
Game Masterpiece	2. Student will evaluate his own present leisure time activities and their relation to the world of work.	Use game as an evaluation tool.
	3. Student can evaluate his own present occupation (students and/or other job) and show how it affects his choice of leisure time activities.	
	4. Student will react to the following statement: "Leisure time should be used for activities opposite to activities engaged in at work."	
	5. Avocations often lead to vocations. Discussion of Renaisance art as an avocation.	
	6. Play the game "Masterpiece."	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occpations.

Behavioral Objective: a) The student will take a specialized occupation and explain the interdependency that has been created by increased specialization.

Curriculum Consideration: Social problems, psychology unit/World Hisotry/ Social Psychology.

Resources	Activities	Evaluations
Resource people L.T.I. Career Information Center Peer Groups	1. The student can do occupational research and prepare a written or oral report.	Based on the student's competence on reports. Essay question on a test.
Speakers	2. Teacher presentations and classroom discussion about one or more occupational areas as to how they have become more specialized.	Observation of class discussion. Teacher led discussion on medevil careers.
	3. Speaker to tell how their jobs have become more interrelated due to specialization and class discussion.	Students will choose best scrapbook compiled.
	4. Have student choose an occupation of interest and compile a scrapbook tracing its development to a modern day career.	

WORK WORLD Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) Given a product of today's work world, identify the occupations which contribute to the finished product.

Curriculum Considerations: Social Problems /World History

Resources	Activities	Evaluations
Local products Local industry and personnel Lists of local industry	1. Assign a student committee to bring local products and identify the occupations that were necessary to produce them. (oral and/or written)	Evaluation will be based on the adequacy of student presentation and discussion.
	2. Visit a local industry and observe their computer printouts. Tracing parts of a product and product place in larger units. EXAMPLE: Vollrath.	Teacher evaluation from material obtained through the plant.
	3. List as many occupations as possible dealing with the construction of Gilson Products.	

WORK WORLD Grades 10-12 Factors: Structure and Nature to be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: b) To trace a manufacturing process and discuss the various tasks which contribute to the finished products.

Curriculum Considerations: Social problems.

Resources	Activities	Evaluations
16mm Film: "Steel Making Today" (B.A.V.I.) Cheese Making Film (B.A.V.I.)	1. Show the suggested film or a similar one, and have students list and discuss major ideas in manufacturing process.	Based on students' papers and discussion.
	2. Field trip to a local cheese making company in order to draw comparisons of modern day methods to original methods.	Have students write an account of their trip and comparisons of advanced and older methods.

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 178 - Careers usually develop within job families.

Behavioral Objective: a) Students will use the rules of classification to make a job cluster in their area of interest.

Curriculum Considerations: World History, Introduction to Western Civ.

Resources	Activities	Evaluations
The Shaping of Western Society Lesson 1 "How the Historian Classifies Information"	1. Teachers guide pp.18-19 on classification.	Ability to use rules of classification to create Job Cluster.
Transparency 1a-e Book 1 Rules of Classification	2. Give rules of classification and data from *Job Clusters*. Interpretate the data.	
Job Cluster Sheets or Transparencies Job Cluster Handout from L.T.I. Work Shop	3. Create primitive job cluster in interest area.	
Kits: Job Experience Kit (S.R.A.) (L.T.I. Career Information Center)		

WORK WORLD

Grades 10-12 · Factors: Structure and Nature
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: a) The student will select an occupational field and chart the different job levels within that occupational field.

Curriculum Considerations: Economics, social problems, World History.

Resources	Activities	Evaluations
Student Interviews Filed Trips Teacher Presentation Speaker	1. Have the student select an occupational area and research it as to the different job levels.	Chart on the different job levels. Test with student preparing a chart of different job levels.
Student Peer Group Western Civilization Text Books	2. Present to the student an occupation showing the different job levels.	Test or take home project preparing a chart of different job levels. Observation of the role palying.
	3. Have a person or persons from an occupational area come in and speak to the class on different job levels.	
	4. Role playing where you have students take the different job level positions in an occupation.	
	5. Apprenticeship-- Refer to Knighthood East and West.	

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: a) The student will list and explain personal and financial rewards that can be gained through work.

Curriculum Considerations: Social problems, economics, psychology, unit Individual Differences

Resources	Activities	Evaluations
Student interview of workers	1. Interview ten working people on what personal and financial rewards are gained through work.	Collate the results hand in a chart of the results.
Guidance interviews		
Peers		Project to be judged.
Outside speakers		Evaluation written of the debate.
	2. The student will research the area of personal and financial rewards that can be gained through work.	Have students write essay evaluating their choice of a great man and tell why.
	3. A debate on what is more important that can be gained through work--personal rewards or financial reward.	Judge visual aids on class and individual levels.
	4. Cite examples of great men in history (i.e. Napoleon).	
	5. Have students make visual aids on these men and their achievements (i.e. Colloage)	

SELF Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 142 - Appreciate that individual and social needs can be met through work.

Behavioral Objective: a) The student will identify his own individual and social needs and explain how these needs can be fulfilled through work.

Curriculum Considerations: Social problems, psychology, Unit Individual Differences.

Resources	Activities	Evaluations
Lecture	2. The teacher will present general individual and social needs that most people have through lecture, and then class discussion.	Student will list those areas that he thinks fits himself and relate how work might fulfill these needs.
Donald Super--Work Values Inventory (Houghton Mifflin)	2. The student will work Donald Super's Work Values Inventory to determine his individual and social needs.	The student will take the results of his inventory and indicate the careers that would help him fulfill those needs.
Series of 44 tapes on Personal and Social Development entitled "Guidance & Occupations" (Indiana University)	3. Student will select and listen to tapes on personal and social development and relate them to the world of work.	Teacher will grade students written summaries.

SELF

Grades 10-12
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) Student should explore the relationships between one's leisure time activities and his occupation.

Curriculum Considerations: Social Problems, Economics, Psychology, Unit Mental Health, World History.

Resources	Activities	Evaluations
Local industry resources person Classroom discussion Student-made survey	1. Student can research local employment sources and find out various attitudes toward vacations, company-sponsored leisure time events, Etc.	Activity is evaluation Class discussion on "How your choice of career or job effects how you spend your leisure time?"
	2. Students can determine own needs for vacations, picnics, basketball games, Etc., in school situation and compare it to the needs of worker.	Teacher Evaluation.
	3. Students attempt to make an examination of types of leisure time activities entered into by his parents, Etc.	
	4. Have students correlate leisure time activities to career choice.	
	5. Do a study of how employees at local industries spend their lesiure time.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: a) Student should identify the various rewards man gets from work, and relate them to one's individual psychological needs.

Curriculum Considerations: Social problems, psychology, Unit Motivation

Resources	Activities	Evaluations
Workers (neighbors, parents)	1. Student will interview parents or neighbors dealing with the rewards of work. (Are there rewards in addition to salary that you receive from your job? Explain) Class discussion.	Observation of discussion.
Student peer group		Essay exam: "What are psychological needs one must consider in choosing an occupation?"
Textbook		
Teacher		
	2. Student-teacher discussion of individual psychological differences with rewards from work as in discussion factor.	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People work for different reasons and receive different rewards.

Behavioral Objective: b) Student should list different reasons why people work.

Curriculum Considerations: Social problems, psychology, economics, World History.

Resources	Activities	Evaluations
Workers Parents--neighbors Peers Teacher	1. Have student interview parents and other persons in the community with the questions, "Why do you stay in your occupation?"	Judge the compilation of results. Observation of the discussion.
	2. Class discussion on the results of those interviews showing the specific reasons why people have different occupations.	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: a) The student will take the subjects he is currently taking and relate them to different occupational possibility.

Curriculum Considerations: Social problems specifically, and all others generally,(World History)

Resources	Activities	Evaluations
Teacher	1. Teacher presentation and classroom discussion on the relevancy of the course and its place occupationally.	Teacher evaluate the discussion.
Peer group		Observation and evaluation of the debate.
Speakers		
Occupation or Cluster Chart	2. Student debate on the relevancy of the course to our world of work.	Test or paper or teacher observation.
Resource material on related occupations		
	3. Speakers discussion school relevancy and the world of work with class discussion following.	
	4. Have students identify occupations found on charts that can be related to their community.	
	5. Have students break down this list and identify the educational courses or alternatives for each occupation.	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: a) Given specific profession, technical, skilled, and service occupations, the student can graph the demand predicted for these occupations.

Curriculum Considerations: Economics, social problems, world history, American history.

Resources	Activities	Evaluations
Resource people	1. Occupational research by the student into specific areas of occupation as to job demand.	Graph of demands.
Teacher		Teacher evaluation through discussion.
Peer group		
Graphic Aids showing eras of man	2. Oral presentation with the use of a visual graph of demands.	
	3. Teacher presentation and class discussion of the subject.	
	4. Group research into specific areas of occupation.	
	5. Technology-- Through research show how technology changes job demands: (i.e) Industrial Revolution and through the general eras of man: Stone Age Metal Age Atomic Age	

WORK WORLD

Grades 10-12 Factors: Social-Economic, Political
To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 184 - Understand career opportunities in relation to availability of training.

Behavioral Objective: a) The student will identify and relate the availability of training to career opportunities.

Curriculum Considerations: Social problems, U.S. History, World History, Economics.

Resources	Activities	Evaluations
Wisconsin State Employment Dictionary of Occupational Titles Occupational Outlook Handbook Teacher Peergroup W.S.E.S.	1. The student will take certain career areas and identify what type of training is needed to perform in those areas. The student will then research to find out what it takes for an individual to get this training.	Paper or oral report. Essay test and observation of discussion. Discuss results of trip as a class. Teacher evaluation.
	2. Teacher presentation and class discussion--what it takes to get various types of training.	
	3. A trip to WSES to interpret how employment picture changes according to the economic situation in the world, i.e., depression, recession)	

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social, economic, political

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: a) The student will select a job and state the requirements needed for employment for that job and what is required by industry before he will be considered for that job.

Curriculum Considerations: Social problems, economics.

Resources	Activities	Evaluations
Newspaper	1. The student will take a job ad from the newspaper and determine what is required of the individual before he will be considered for the job.	Paper and/or oral presentation.
Wisconsin State Employment Service		Essay test.
Job descriptions and job specifications. (L.T.I. Career Information Center)		Observation of the presentation.
	2. Teacher presentation and class discussion.	
State of Wisconsin ads for employment		
Teacher	3. Personnel director from a local industry come in to tell about requirements in their area.	
Peer group		
Speaker		

SELF

Grades10-12
To be cmphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 145 - Accept the uniqueness of other individuals.

Behavioral Objective: a)Student will identify these factors which will infer that basic and subtle differences make each person unique.

Currciulum Considerations: Psychology, social problems, unit individual differences.

Resources	Activities	Evaluations
16mm Film: "What is Normal?" (Indiana University) Bertrand Russel, In Praise of Idleness Dunwiddie, Problems in Democrary Chapter 3	1. a) Introduce film by teacher presentation and class discussion, pointing out individual differences. b) Discuss russel's thesis concerning absolutism versus relativism that stress individual differences. c) Show film "What is Normal? 2. Essay Activity. a) Explaining inference concerning how one's individual differences leads to a conclusion that others are different in basic and subtle ways. b) Class discussion using specific examples.	Quizzes on presentation. Individual evaluation of discussion. Identification of absolutism and relativism. Evaluation of essay. Teacher and student observation.

WORK WORLD

Grades 10-12 Factors: Social, Economic, Political
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 187 - Understand that production, distribution, and consumption relate to jobs and the economic structure.

Behavioral Objective: a) Students will generalize how the economic theme of scarcity relative to production, distribution and consumption of good and services affects occupational opportunities.

Curriculum Considerations: Economics/World History

Resources	Activities	Evaluations
Teacher-made transparency on Economic Model of Scarcity	1. Student will analyze the projects model and be able to concentrate on the basic questions which all societies must answer, recognizing that because of scarcity all societies must make choice regarding the what, how, and for whom questions.	Objective test items will be included on introductory economic unit, (i.e. Most economic decisions made in the market in the U.S. are: a) consumer preferences b) managers of factories c) officials of party in power d) central planning agency.)
16mm Film: "Anatomy of Free Enterprise."	2. Screen and discuss film "Anatomy of Free Enterprise" which traces the power of the market to reflect the choice of the buyer in what we preoduce, how we distribute the language of our production.	Observation of the discussion.
Record: "Nothing Happens Until Somebody Sells Something" by Red Motley	3. Play and discuss the record relating production, distribution and consumption.	Short answer quiz on these concepts.
	4. Teacher presentation on concepts of supply and demand.	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective: a) Student will be able to give examples of the need for cooperation due to interdependency created by job specialization.

Curriculum Considerations: Economic/World History

Resources	Activities	Evaluations
Peer Group Social Studies Resource Center 16mm Film: "It Takes Everybody To Build This Land." (University of Minnesota)	1. The students will interview factory workers and determine the extent of cooperation that is necessary between workers to assure continuing production.	Based on students' reports, prepare product flow chart. Observe the discussion. Group discussion evaluated by teacher.
	2. Students will trace the vertical integration of a specific product, noting the changes in jobs due to specialization, (i.e. farmer to supermarket (bread) or oil well to gas pump).	
	3. Show film and discuss it.	
	4. Speaker from Kohler Co. to come in and explain use of standard parts and its role in modern industry.	

WORK WORLD

Grades 10-12 Factors: Structure and Nature
To be emphasized

Concept: IX - Job specialization creates interdependency.

General Objective: 190 - Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective: a) The student will be able to explain the values to be gained from employee-employer cooperation.

Curriculum Considerations: Economics, psychology, social problems, World History, unit social psychology.

Resources	Activities	Evaluations
Small student groups Teacher Library-Newspapers Magazines Wisconsin State Employment Service Representative	1. Divide the class into small groups to work on the solution of a problem. Discuss the problems that occurred in reading the solution.	Observation of the discussion. Comparative judgment of the two methods. Observation of discussion.
Local industrial personal representative Visual Aids on Vision organization strikes and use of strike breakers.	2. Have on group work the problem and the remainder of the class do it independently to see if group work gains more than individual work.	Judge the presentation of the findings.
	3. Class discussion on leadership--fellowship, and what it is to accomplish.	
	4. Research a well-run organization, interviewing managers and laborers on the importance of good employer-employee relations.	
	5. Discuss organization of labor unions in the U.S. Development of Socialism.	

Grades 10-12
To be emphasized

Concept: X - Environment and individual potentail interact to influence career development.

General Objective: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: a) A student will be able to describe and move toward acceptance of societal needs versus individual needs in career planning.

Curriculum Considerations: Social problems and psychology(12)/Unit Social Psychology.

Resources	Activities	Evaluations
Newspaper--Trade Journal Wisconsin State Employemtn Service Social Science Resource Center School Counselor	1. Selected students visit the state employment bureau and determine the present and projected vacancies in tentative job choice areas. Report back to the class on their findings.	Observation of class reports. Grade the student lists and outline objectively for content and validity to present situation.
	2. List some occupations which may diminish in importance within the next ten to fifteen years. Suggest how workers might utilize the knowledge of change to their advantage rather than suffer because of it.	Teacher grades projects.
	3. Outline a program for obtaining a position which has been advertised in a newspaper and include a written description of the facts about yourself you would try to present to the prospective employer.	
	4. Trace the evolution of job choice as opposed to the tradition of family occupations by independent student research.	

SELF

Grades 10-12
To be emphasized

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 147 - Accept the necessity for compromise between societal and individual needs in career development.

Behavioral Objective: b) Student to develop a model of social responsibility in the area of science and science experiment.

Curriculum Considerations: World History: The Development of Europe - The Birth of Modern Science.

Resources	Activities	Evaluations
Book: The Shaping of Western Society by Fenton pp. 168-186 "The Biological Revolution" by Paul Ehrlich, Center Mazagine Reader's Guide in library Time, April 19, 1971	1. Examination of current materials dealing with the impact of the development of science today and its social implications for modern man.	Discussion of student findings from readings aiming at theme of social effects of scientific research and man.

WORK WORLD

Grades 10-12 Factors: Individual
To be emphasized Psychological

Concept: X - Environment and individual potential interact to influence career development.

General Objective 192 - Understand that sex, race, creed and socio-economic background affect career choice.

Behavioral Objective: a) The student will be able to cite court rulings which declare discrimination in hiring as illegal and unconstitutional.

Curriculum Considerations: Social problems, American History

Resources	Activities	Evaluations
Constitution of United States	1. Analyze the principle of equality in American Tradition.	Objective exam on Constitution
Books: Historical H.S. Unit 1 by Wade and Wade		Student evaluates role playings.
Souls of Black Folk by C.V.E.B. Dubois	2. Students investigate arguments in Ferguson--The Separate but Equal Clause (Role-Playing)	Essay exam discussion effects of segregation.
	3. Discuss Dubois concept that America has been deprived of discrimination and segration.	

WORK WORLD

Grades 10-12 Factors: Individual Psychological
To be emphasized

Concept: X - Environment and individuals potential interact to influence career development.

General Objective: 193 - Understand and accept that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) Student will identify those limiting factors that help to determine the level of attainment one can expect in a given area.

Curriculum Considerations: Psychology/Geography/World History/Unit Social Psychology

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Resources	Activities	Evaluations
Various psychological tests. Book: Introduction to Psychology by Dunwiddie (Chapter 5) Chapter on individual differences and intelligence.	1. Counselor presentation should acquaint students with measuring devices that psychologists use to get a perspective once over.	Objective exam that will measure student's ability to recognize methods of measurement and its validity. Student will evaluate this activity with teacher cooperation.
General Aptitude Test Battery Davis Vocational Test Counselor	2. Self-analysis of limiting factors concerning his own particular case.	Map Test
Atlas Maps World History Books (Cradle of Civilization)	3. Indicate on maps where geographical environment shape the relivance of an area to another. (i.e., Cradles of Civilization)	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understand the outcomes of work (status, economic benefits, and security).

Behavioral Objective: a) Student will be able to list personal expectations from an occupational experience.

Curriculum Considerations: Psychology, social problems, unit on Motivation.

Resources	Activities	Evaluations
Books: Dunwiddie *Problems in Democracy* Chapters 3 and 5	1. List the expectations desirable to a student.	Teacher evaluation o list.
Basic psychology textbooks dealing with human needs. Resource people from local industries. Workers and employers.	2. Research occupational area to determine status, economic benefit, security, Etc., that are usually associated with this occupation.	Evaluate papers or possible oral presentation of paper for student evaluation. Student and teacher evaluation of presentation (Panel presentation).
Tape: "What to Do Until the Psychiatrist Arrives" (Murray Banks) Peers and teacher	3. Panel presentation dealing with the usual rewards that are desirable to individuals and society. Examine attitudes toward rewards and outcome of work.	Critical observation of individual partic pation.
	4. Discuss what is "really" important as far as work outcome is concerned.	

SELF

Grades 10-12
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - Understanding the outcomes of work (status, economic benefits, and security).

Behavioral Objective: b) Students to interpret correctly through role playing the social concepts and the life styles of the traditional society.

Curriculum Considerations: World History, Foundations, Medieval World

Resources	Activities	Evaluations
Shaping of Western Society Lesson 12 pp. 69-73 Role Playing Techniques	1. Read Lesson 12 2. Identify within reading the social concepts: norms role status social class 3. Using readings 10-12 for background to assume the roles of: serf peasant guild worker noble priest bishop merchant a. Peasant caught hunting on noble's land. b. Serf having to take in an arch-bishop overnight. c. Merchant hiring a peasant. d. Priest attending to sick child of a peasant. e. Guild worker in shop instructing his apprentice.	Role play situations requiring interaction between groups of peoples.

WORK WORLD
Grades 10-12
To be emphasized
Factors: Individual Psychological

Concept: XI - Occupations and life styles are interrelated.

General Objective: 194 - Understand that there is a relationship between job satisfaction and mental health.

Behavioral Objective: a) To have the student compare the relationship between job satisfaction and mental health.

Curriculum Considerations: Psychology/Unit Mental Health

Resources	Activities	Evaluations
Basic texts: Introduction to Psychology by Hilgard (Chapters 20-21)	1. Review readings that will show that there is a relationship between job satisfaction on mental health and discuss.	Observation of participants in these discussions.
Psychology--It's Principles and Applications by Engle (Harcourt, Brace and World Incorporated)	2. Discuss techniques for releasing tension.	Paper on relationships of job satisfaction with mental health.
16mm Film: "Anger at Work" (Dis-International Film Bureau)	3. Have students show the importance of effective emotional control on the job.	
School Guidance personnel		
Heston Personal Adjustment Inventory (Harcourt, Brace and World Incorporated)		

CAREER PLANNING

Grades 10-12 Factors: Training and Education To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: a) Student will participate in career and work simulation games and relate these experiences to various occupations.

Curriculum Considerations: Social studies, U.S. History, economics, psychology, unit social psych.

Resources	Activities	Evaluations
Kit: Job Experience Kit American Government Simulation Series Economic Decision Games (Science Research Associates)	1. Students will select a worksimulation experience from one of the twenty representative occupations and solve the problems of a particular occupation on the SRA, Job Experience Kits.	Based on subjective teacher analysis of students verbalization of work simulation. Based on individual and group assignments (homework or class).
	2. Students will operate and make decisions in the environment of demands, pressures, needs, and goals like the men who work in government.	Debriefing sessions upon completion of the simulation and role-playing will be equated to real life situations and the needs of human resources in each critical situation will be evaluated by the entire class.
	3. Student will simulate and role-play many economic situations. (i.e. labor-management relations, inflationary or deflationary trends, banking, trade, Etc.)	

CAREER PLANNING Grades 10-12 Factors: Information Gathering
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: a) The student will identify the talents that he has and locate three to five jobs that would utilize these talents.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
Student Occupational Outlook Handbook Dictionary of Occupational Titles	1. The student will subjectively through self analysis develop a list of talents he possesses and find three to give jobs that would utilize these talents.	Teacher discussion with students involving attitudes and information.
Kuder Preference Record Occupational Interest Inventory Strong V.I.B. General Aptitude Test Battery Scholastic Aptitude Test	2. The student through interest, personality, Etc., tests will develop a list of talents he posesses and find three to five jobs that would utilize these talents.	
Peer Group	3. The student will develop a list of talents he has by finding out what others think of him and find three to five jobs that would utilize these talents.	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Information Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 164 - Identify and comprehend factors which may have relevance for one's career decisions.

Behavioral Objective: a) Student will discover the existence of some of the new materials, which can aid him in sequential planning for his career development.

Curriculum Consideaations: Social problems/World History

Resources	Activities	Evaluation
WISC Deck of cards and Reader Printer	1. The students will take a scheduled time and use the WISC Reader printer on an occupation of his choice.	Observation
Technical school and college catalogs		Judge the paper or oral report
Trade school directory		Judge the critique
Career Education Directory (Wisconsin Vocational-Technical)	2. He will discover and report on the progressive steps necessary for him (or her) to enter this occupation. He will identify a Particular education or training school or program at each step.	Compilation of the resource file
		Student and teacher observation.
"Guide to College Majors"		
The NEWIST 16 mm film series on Occupational Choice		
	3. Students will see the series of NEWIST films, and do a critique on them as far as their own needs, and the help the films give to them. Have them make constructive suggestions for these, or other films to be made in the future by professional groups.	
	4. Students can compile a resource file for use by future classes or for younger groups.	
	5. Students could make their own film on the steps in a process of career development, and/or on material avaiaable.	

CAREER PLANNING

Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 166 - Understand that new jobs usually develop within occupational clusters.

Behavioral Objective: a) The students will take an occupational cluster and chart of jobs and identify the new jobs that have develope in the last ten years.

Curriculum Considerations: Social problems, economics

Resources	Activities	Evaluations
Resource people 16mm Film: "Vocations in Agriculture" (University of Minnesota) Wisconsin State Employment Service	1. The students either individually or in groups will research an occupational cluster and prepare a chart of the occupations that exist within that cluster indicating the new jobs that have emerged.	Chart of jobs. Student will identify new jobs in paper test chart.
Guidance Counselor Occupational Outlook Handbook	2. Show a film on an occupational cluster such as: Vocations in agriculture.	
	3. Draw a chart comparing the economic, social, and cultural growth of the major nations of the World.	

CAREER PLANNING	Grades 10-12 Factors: Training and Education
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 167 - Understand that educational decisions may have an important impact on career opportunities avaialbe to an individual.

Behavioral Objective: a) A student will be able to predict the careers choices available because of individual educational decisions.

Curriculum Considerations: Social problems

Resources	Activities	Evaluations
List of teacher pre-selected occupations Wisconsin Vocational-Technical Career Education Directory Kit: Occupational Exploration Kit (Grades 9-12) (L.T.I. Career Information Center) Occupational Outlook Handbook (1971)	1. Students will examine a list of selected occupations and determine which fields are available to them and identify the courses in high school which have provided some background for various occupations.	Observe and judge the individual competence on the student project. Grade students' lists of decisions.
	2. Students will list their post educational decisions and relate the explicit and implicit impact upon their tentative career choice.	
	3. Show that though the various documents granting personal freedoms such as Magna Carta, Bill of Rights, the individual has acquired the right to choose his own occupation	

CAREER PLANNING

Grades 10-12
To be emphasized

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: a) Students will outline the educational factors that will lead to advancement in the work world.

Curriculum Considerations: Social problems/World History

Resources	Activities	Evaluations
Occupational Outlook Handbook (1970-71 Edition) Wisonconsin Educational Service Guidance Personnel Personnel Directors of various eompanies (Kohler)	1. Write outlines of specific occupations including: a) What educational activities are avaiable in order to advance in an occupation. b) What are the rewards of the experienced.	Check outlines. Observation of discussion. Teacher evaluation.
Employees in special work area	2. Resources speakers or panel of outside workers on factors that lead to advancement with class discussion on the material presented.	
	3. In the classroom throughout the year, a student should have to acquire good study habits and promptness in completing assignments in order to become better adapted to his role in the work world.	

WORK WORLD | Grades 10-12 To be Emphasized | Factors: Social, Economic-Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 198 - Understand that labor-management, government and public dynamics act to influence the nature and structure of work.

Behavioral Objective: b) Develop hypotheses on changes from a rural economy to an urban economy.

Curriculum Considerations: World History, Development of Europe, Economic Growth in Britain

Resources	Activities	Evaluations
Transparencies 38a-38g	1. Hypotheses are to be translated into own words and develop logical implications. (see Teacher's Guide pp. 98-99).	Discuss #1
Shaping of Western Society, pp. 210-218		Discuss #2
16mm Film: Industrial Revolution in Britain B.A.U.		Write the cause or transitions that took place based on: Role of Government Role of Elite Nature of Society Role of Science
Manchester Simulated game (if purchased)	2. Interpret the readings based on hypotheses in transparencies.	
	3. Written exercise.	Debriefing of game focusing on the economic forces behind migration of workers from country to city
	4. Play Manchester.	

WORK WORLD

Grades 10-12 Factors: Social-Economic-Political
To be emphasized

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 198 - Understand that labor-management, government and public dynamics act to influence the nature and structure of work.

Behavioral Objective: c) Students are to state several reasons in support of the interdependance of nations in economics.

Curriculum Considerations: World History: Europe and the World--Nationalism

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Resources	Activities	Evaluations
Shaping of Western Society, pp. 280-298 16mm Film: "The Common Market" Common Market Cross Media Kit Current Material in Newspapers and library	1. Examine readings and film on regionionalism, nationalism and internationalism to identify interrelationships of those institutions and their impact on the world of work.	Class discussion to arrive at class list of ways in which the institutions of nationalism, regionalism, and internationalism relate to the world of work.

WORK WORLD

Grades 10-12
To be emphasized

Factors: Social-Economic-Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 198 - Understand that labor-management, government and public dynamics act to influence the nature and structure of work.

199 - Understand the direct and indirect influences exerted upon the nature and structure of work by (a) laws, (b) Labor-management, (c) professional associations, and (d) licensing requirements.

Behavioral Objective: c) Develop hypotheses on chainging attitudes in Europe in the area of economics.

Curriculum Considerations: World History: Market Economy

Resources	Activities	Evaluations
Shaping of Western Society pp. 68-69 (St. Thomas Aquinas on Values) pp. 110-111 (John Calvin: *Institutes of Christian Religion* pp. 189-190 ("Richard Baxter on Labor and Riches") pp.189-192	1. Compare and contrast the three men's ideas on economic values (Represents an outside instituion's influence on economic decision making)	Discussion and listing of hypotheses.
	2. Use reading 34 small group work attempt the answer to the following; Change in economic attitudes in Europe; when did these changes occur?	
	3. Effect on eariler formed hypotheses	

WORK WORLD

Grades 10-12 Factors: Social-Economic-Political
To be emphasized

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 198 - Understand that labor-managment, government and public dynamics act to influence the nature and structure of work.

199 - Understand the direct and indirect influences exerted upon the nature and structure of work by (a) laws, (b) Labor-management, (c) professional associations, and (d) licensing requirements.

Behavioral Objective: e) Relate simulation experience with concepts of economics.

Curriculum Considerations: World History: Market Economy

Resources	Activities	Evaluations
Simulation Exercise	1. Role playing: a) Give insturctions	Discussion and turning debriefing device.
That's Life	b) Students select roles. They are to assume them.	
"A Game of Economic Survival"	c) Actual Simulation d) Handout: Debriefing *That's Life*. Write out before class.	Objective test market economy.

CAREER PLANNING

Grades 10-12 Factors: Information Gathering
To be developed

Concept: XV - Individuals are responsible for their career planning.

General Objective: 170 - Understand the relationship between high school courses and activities within the world of work.

Behavioral Objective: a) A student will list reasons why his social studies classes will have meaning for his future as wage earner and as a person.

Curriculum Considerations: Psychology, Unit: Learning

Resources	Activities	Evaluations
Book: *Problems in Democrary* by Dunwiddie Personnel interviews with local businesses	1. Teacher presentation stressing the following points: a) Work and social activity b) Relationship between social studies and communication c) Relationship between social studies and sociability	Exam discussing relationship between social studies and careers. Research paper, pupil presentation.
	2. Class discussion	Observation of the discussion.
	3. In depth research of one area of social problems showing relationship between discipline (i.e. geography, political science) and career planning.	Judge the research paper. Exercise is the evaluation.
	4. Student will conduct a personnel interview with a local business or industry in order to arrive at accurate and pertinent career information.	

CAREER PLANNING

Grades 10-12 Factors: Training and Education
To be developed

Concepts: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social changes require the ability to adjust.

Behavioral Objective: a) A student will identify and discriminate between the continuing effects of environmental and social changes upon the individual by examining specific historical settings and/or events.

Curriculum Considerations: World History, U.S. History

Resources	Activities	Evaluations
16mm Film: "Our Immigrant Heritage" (University of Minnesota Sources)	1. Class discussion on the problems and the risks taken when one went from the old world to the new. Go into the advantages and disadvantages of both worlds.	Observation of class discussion. Essay question on problems of environmental and social changes.
Families	2. Students trace their own family background and the environmental and social changes that took place.	Judge paper or oral report given by students.
Russian Rev. Morehead		Objective Test.
	3. Teacher presentation on revolutions and their impact on social environmental changes. i.e., Russian French and American.	

CAREER PLANNING Grades 10-12 Factors: Training and Education
To be developed

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: a) A student will be able to cite specific examples of job creation, modification, and elimination caused by technological and societal changes in modern history.

Curriculum Considerations: World History

Resources	Activities	Evaluations
Social Studies Resource Center Peer group Book: Automation is not the Villian by Peter F. Drucker Teacher's list of selected occupations in 1900's	1. Students will be shown pictures of an industry or service that has been effected by automation, i.e. an automatic bowling pin and scoring machine and ask: a) How was this done before? b) How might the use of the equipment offset job opportunities? c) How might your plans for employment be affected by continued invention and use of automatic equipment to produce goods and services? d) What solutions have been proposed?	Based on student discussion and Agree-Disagree item -- Organized labor should insist that no new machines be introduced for ten years. Judged by teacher.
	2. Student will be given a list of jobs that existed in 1900 and attempt to discuss the reasons for the modification or elimination of as many jobs as possible.	

CAREER PLANNING

Grades 10-12
To be developed

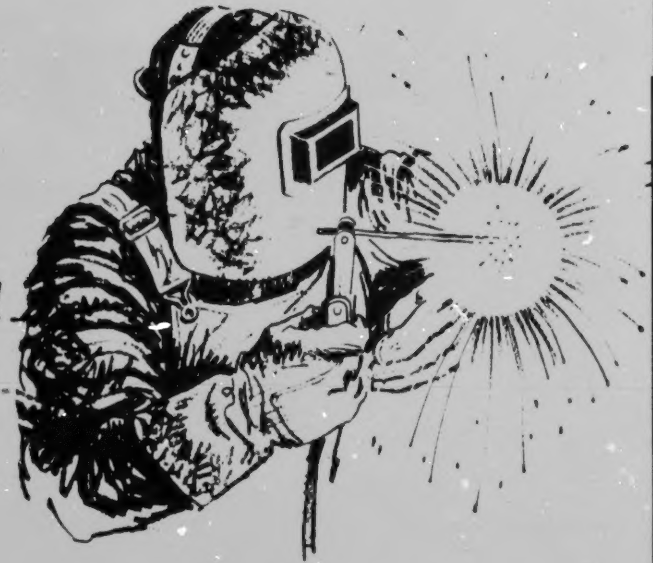
Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 173 - Recognize that jobs are modified, eliminated, or created by technological and societal change.

Behavioral Objective: c) Identify effects of technological change on careers.

Curriculum Considerations: World History, Development of Europe: Economic Growth in Britain

Resources	Activities	Evaluations
Toffler, Alvin, Future Shock Mailer, Norman, "Reaction to Technology" Reader's Guide for other readings.	1. Students read selections from Future Shock on the acceleration of technological change and examine other authors who write on changing technology.	Written reports based on individual research.
	2. Students research career areas of interest to determine possible careers based on changing technology.	
	3. List several key effects the acceleration of technology on career life present and projections in the future.	



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VOCATIONAL
TECHNICAL
INSTITUTE

COMMUNICATIONS SKILLS RATIONALE

Post-Secondary Level

The following program for post-secondary communications skills has been prepared with the help of the secondary materials (Grades 10-12) developed by last year's Workshop participants.

And, like last year's materials, this post-secondary program flows out of the following value statements:

1. The skills developed in composition, speech, and media are essential to a worker's potential training, advancement, and stability within any career; and,

2. The study of values and attitudes in literature affords an excellent opportunity to explore the values and attitudes of the work ethic.

Since the mission of the General Education Division at Lakeshore Technical Institute has as its primary goal, "education for living," the following materials are not always "technical" in nature. Rather, they seek to develop the skills, attitudes and values which should help the individual live successfully in today's fast-paced, rapidly changing society.

Two-Week Participant

Marcia E. Qualley - Sheboygan

CAREER PLANNING

Grades 13-14
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - The student should appraise and accept his current interests, attitudes and values.

Behavioral Objective: a) The student will prepare a categorized listing of his interests, attitudes and values.

Curriculum Considerations: Communication Skills: Associates Degree: Health Occupations; Vocational; Licensed Practical Nurse.

Resources	Activities	Evaluation
Discussions Classroom Literature (Record) Guest Speaker Psychologist LPN'S: Personality Analysis Form and Transparencies	1. Class or small group-definition of terms and A. "Are some interests, attitudes and values inherently better than others?" "How did you arrive at yours?"	Prepare a short essay, wherein sudent appraises himself in terms of his abilities, interests, attitudes and values.
Optional Reading "Your Personality and Your Job" (GK 50 #40) "Building Your Philosophy of Life" (GK 50 #3) (Science Research Associates) ([illegible] Career Information Center)	2. In class reading of "Four Choices for Young People," - John Fisher Discussion of article bringing out class and generation opinions.	LPN'S: Prepare a Personality Analysis Form. ALL: Indicate at least one item regarding yourself not previously reconized.
	3. What happens if you haven't formulated such interests, attitudes and values?" (Beatles- "Nowhere Man") Record and/or printed handout.	
	4. Psychologist relates importance of these in each of our lives.	

SELF

Grades 13-14
To be emphasized

Concept I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Student organizes his self-analysis into strengths and weaknesses.

Behavioral Objective: a) Student will be able to state which items are strengths and which are limitations in respect to a number of class-chosen categories.

Curriculum Considerations: Communication Skills: Associates Degree; Health Occupations; Vocational; Licensed Practical Nurse.*

Resources	Activities	Evaluation
Students previously prepared categorized listing of interests, attitudes, abilities, values. LPN'S: Use of Personality Analysis Form	1. Class chooses revelent categories in which individuals ideas will come into play, such as: Scholastic, Social, Mechanical, Creative, Physical, etc. (should be personal and job oriented!)	ALL: Student will prepare a short report or essay stating how he will attempt to overcome a limitation. (might well be job oriented!)
Optional Reading "Discovering Your Real Interests" (GK 50 # 6) "How to Increase Your Self-Confidence" (GK 50 #21) "Exploring Your Personality" (GK 50 #9)	*2. LPN'S: Definition of "Personality" and a discussion of how its use or misuse affects relevant others.	
(Science Research Associates) (LTI Career Information Center)	3. Discussion and/or teacher presentation regarding importance of self knowledge and acceptance. A. "How do you know about ourselves-what kind of people are we?" B. "How do we accept what we are?" C. "Why is this acceptance important?"	

SELF

Grades 13-14
To be emphasized

Concept: II - Persons need to be reconized as having dignity and worth.

General Objective: 139 - The student should respect another's choice of occupation, though it may differ from his own.

Behavioral Objective: a) The student should explore an occupational choice that differs from his own and evaluate it.

Curriculum Considerations: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Fellow students	1. Research activities	Student should develop an analysis sheet indicating what he liked or disliked about the researched occupation and why. He should also indicate what personal qualities he thinks are needed to enjoy and to successfully participate in this occupation.
Local citizens and parents		
LTI placement and guidance personnel	2. Interviews	
Filmstrips, books or pamphlets dealing with other occupations		
	3. Written or oral reports of occupational findings- "What I'd be doing today if I were a (n) _____________."	

SELF

Grades 13-14
To be emphasized

Concept: II - Persons need to be reconized as having dignity and worth.

General Objective: 140 - Students should realize that each individual in society may achieve worth through his chosen occupation.

Behavioral Objective: a) The student should orally assess his reason (s) for choosing a career course (exploration of interests and abilities).

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	End of Activity Evaluation
Classroom literature	INITIAL ACTIVITY	The student should state orally or in writing why he feels his chosen occupation will help him highlight his human dignity and worth.
Fellow students and self	1. Individual compositions- "Why I chose the ________ course at LTI"	
LTI placement bureau and counseling personnel (possibly guest speaker)		
Local citizens interviews or guest speakers	SECONDARY TECHNIQUES	
	2. Individual and/or group research into "World of Work" considerations via LTI personnel and/or local citizens with knowledge about the particular career in question.	
	3. Read and discuss Kurt Vonnenut"s "Deer in the Works."	
	4. Class discussion of guest speaker's presentation.	

SELF

Grades 13-14
To be emphasized

Concept: II - Persons need to be reconized as having dignity and worth.

General Objective: 209 - The student should understand that each individual has worth because of his humanity (Belongs to Mankind).

Behavioral Objective: a) Student will be able to examine and evaluate in writing or orally, his attitudes and opinions regarding individual worth.

Curriculum Considerations: Communication Skills: Associates Degree (Secretarial Students); Health Occupations (Med. Asst., OPTO Asst.); Vocational (Clerk-Typists. Garment Workers); Special LPN 9-wk. program.

Resources	Activities	Evaluation
Associates Degree: Health Occupations: Vocational:	1. Read and Discuss "The Killers" by E. Hemingway and /or "The Unknown" by W. H. Auden.	Students will discuss orally, or report in writing, new or continued attitudes and opinions regarding individual worth they have now decided upon and relate reasons for such beliefs.
Classroom Literature Local Citizens Fellow Classmates and Self	2. Class or individual listing of "worthless" people plus reasons.	
LPN'S: Hospital Patients Fellow Students Technical Literature	3. A compostion based on interviews of various citizens regarding life styles and/or occupations.	
	LPN'S 4. Technical literature and relating of patient-contact experiences to class.	

H

WORK WORLD

Grades 13-14
To be emphasized

Factors: Individual
Psychology

Concept: III - Occupations exist for a purpose.

General Objective: 175 - Intrinsic values such as satisfaction from achievement and personal reco gnition as having worth.

Behavioral Objective: a) The student will reconize that a well-chosen occupation can help him meet his needs for self expression, realization and personal/social esteem.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational, Licensed Practical Nurse.

Resources	Activities	Evaluation
Class Discussions	1. Collect--thru discussion (small or large group) the students' connotations of the word work.	The student will research and/or interview "significant others" to determine what kinds of intrinsic values can be achieved throughout the work area. results will be reported orally via individual report or panel.
Students' personal and family experiences regarding the world of work		
Guest speaker (s) or field trip (s)	2. Collect students' ideas about community attitudes regarding work.	
Student interviews of various "workers"		
	3. Teacher re-emphasizes the previous learnings, "Work means different things to different people" (concept #5) and "occupations and lifestyles are interrelated" (concept #11)	Optional Comparson of intrinsic work values vs. extrinsic: (concept #5) regarding reward
NOTE: Each activity would be slanted toward the particular group (career area) involved.	4. Utilization of guest speaker (s) or field trip (s) if available.	
	5. Emphasis of individual's spent in world of work everyday and need for careful choice of occupation __________. "What are some of the questions one should ask and answer about any one job opportunity" (See the job interview concept #15)	

WORK WORLD

Grades 13-14
To be emphasized

Factors: Structure and
Nature

Concept: III - Occupations exist for a purpose.

General Objective: 176 - The student should recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) Given the previously acquired realization that many occupations contribute to an end product, the student will also understand how each job depends on others for its existence.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational, Licensed Practical Nurse.

Resources	Activities	Evaluation
The job situation is Seattle after Boeing supersonic (SST) plane defeated in Senate via media reports.	1. View (via trip or film) an assembly line process.	Have students research via media reports, the following:
Possible field trip or speaker 16 mm film: Glas (German)	2. Ask class to contrast this process with the individually hand-made product. (The film especially should help the students infer what some differences are.	1. What happened to the Aerospace specialists at Boeing after the SST was cancelled? 2. What are these people doing now?
	*3. Have a "specialist" of some sort speak to class, stressing the fact that specialization means knowing more about less and less.	3. What happened to the city of Seattle after the cancelization? (This would work up into 3 or 4 small panels)
*For LPN'S: Emphasize their position in the "hospital team" scheme.		
Teacher Reference: Future Shock		

WORK WORLD   Grades 13-14   Factors: Structure and
To be emphasized   Nature

Concept: III - Occupations exist for a purpose.

General Objectives: 177 - The student should **recognize** that many occupations contribute to an end product.

Behavioral Objective: The student will choose an end product and then outline or flow chart the succession of people (local patrons) which ultimately produce that product.

Curriculum Considerations: Communication Skills: Associates Degree and Vocational.

Resources	Activities	Evaluation
Teacher Presentation: *constructing an outline *constructing a flow chart	*1. Trace the process of the development of an end product of any type.	The student will outline or flow chart the process (and people) involved in producing an end product of his choice.
(possibly there are A-V materials available that could supplement such a presentation-- and at the very least actually models would be available for student review)	2. Trace the development of the end product: The LTI Graduate.	
Optional: A-V record of a student's progress thru an LTI course (would utilize LTI A-V equipment)	*Example: A secretarial A. A. student might trace the course of a response to a consumer complaint. A garment worker might trace the process of a garment's construction.	
Literature of all types which would help the student complete the assigned evaluation.		
Possible field trips or films to help student prepare for evaluation activity.		

Grades 13-14 To be emphasized Factors: Social-Economic-Political

Concept: III - Occupations exist for a purpose.

General Objective: 210 - The student should be able to identify how one's job has satisfied the needs of individuals and the society as a whole.

Behavioral Objective: a) The student will research the role and status of a chosen occupation in today's, yesterday's, or tommorrow's society.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupation, Vocational.

Resources	Activities	Evaluation
The World of Work Series Sextant Series *Future Shock*, A. Toffler	1. Independent student research 2. Literature: Fiction and non-fiction (i.e., *McTeague*, *Victory*, "Land," etc.) 3. Historical backgrounds of a given occupation. 4. Determination of role of chosen occupations in today's or tomorrow's society.	Written report of research findings, no matter what sources used. Stress the value of the job for society and for the worker.

WORK WORLD

Grades 13-14
To be emphasized

Factors: Structure and
Nature

Concept: III - Occupations exist for a purpose.

General Objections: 211 - The student should realize that specialization brings with it hazards as well as rewards.

Behavioral Objective: a) The student will speculate what the longer range future of his chosen occupation might hold in store for him and the implications.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Future Shock and other "Futurist" literature.	1. Show video tape.	Formal oral presentation on an aspect of futurism (student's choice) and possible effects of this trend.
Guest speaker	2. Speaker	
Placement bureau official or guidance counselor		
Personal knowledge of the present trends in a chosen occupation.	3. Individual student research through various sources (teacher suggests a number of such sources).	
Interview (s) of specialist in this field.		
Literature regarding technology and its present and probable future effects on the individual and society.	4. Possible need to interview "significant other (s)"	
16 mm film: "Where the Action Is!"		

WORK WORLD AND CAREER PLANNING

Grades 13-14
To be emphasized

Concept: IV - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - The student should recognize that there are many job levels within an occupational field.

Behavioral Objective: a) The student should list all the possible occupations within a chosen occupational field.

Curriculum Considerations: Communication Skills: Associates Degree, Vocational, (Health Occupations and Licensed Practical Nurses)*

Resources	Activities	Evaluation
Sextant series of book/manuals. Dictionary of Occupational Titles Various opportunities in .... booklets. Educational Dimensions Corp. Career packages. Cassettes: Your Future in .... Kits: Career Exploration Kit	1. Teacher provides or cites resources; works with individual students to help each develop his own response to evaluation assignment.	ALL: Student prepares a listing of the various occupations open to him in his chosen field and should indicate which of these he is best suited for in tems of his interests and his LTI course training.

* Various Health Careers
Books, Filstrip Tape Series, etc.

SELF AND CAREER PLANNING

Grades 13-14
To be emphasized.

Concept: V - Work means different things to different people.

General Objective: 143 - Students should realize that: Your chosen job or occupation can influence your leisure activities as well (pro or con).

Behavioral Objective: a) Student should be able to state how his chosen occupation might (will) affect his leisure activities.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational, Licensed Practical Nurse*

Resources	Activities	Evaluation
Guidance or placement person (nel). Individual student speculation and/or research. Teacher presentation. Student role playing. Filstrip: "Leisure Time: Busy or Bored." (FS/C 82) Eyegate Small or large group discussion. Optional Reading: "Enjoying Your Leisure Time" (GK 50 #8) (Science Research Association) * Stress opportunities for professional and community activities to each of groups, esp. H. O. and LPN'S. (Work can meet individual and group social needs too!) **Students free to use any resources available, including other filmstrips from media program.	1. Identification of work factors which possibly carry over into personal leisure time. A. Discuss "How Can Work Enhance or Restrict Leisure Time?" 2. Role playing by students indicating how various people might be affected in their leisure activities by chosen jobs (broad categories such as: teacher, doctor, factory worker, cop, etc.). *3. Teacher/media presentation regarding importance of wise use of leisure time. **4. Assigned research report. Statement of how individual student's chosen occupation might (will) affect his leisure time and how student would react if now so employed.	Completion of activit #4 and individual participation in discussion and role playing activities.

SELF AND WORK WORLD

Grades 13-14
To be emphasized.

Concept: V- Work means different things to different people.

General Objective: 181 - Students should realize that people work for different reasons and receive different rewards.

Behavioral Objective: a) Given a number of occupational choices, student will decide why people might choose two or thes occupations.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Guest speakers -including possibly parents? (should be varied).	1. Discussion- small or large group: "Why do people work?" (many possible responses-record!)	Final panel discussion or composition: "Why do people choose to work at a (specific) occupation?"
Discussion		
Composition or oral presentation to group (s).	2. Composition or oral presentation: "What Do you Expect To Gain From Your Chosen Work?"	(Choose two occupations from a supplied list as basis).
Filmstrip: "Job Attitudes: Why Work At All" (FS/C 64) (Guidance Associates) (LTI Career Information Center)	3. Individually or as group-watch filmstrip/tape series.	
	4. Listen to guest speakers.	

WORK WORLD

Grades 13-14
To be emphasized.

Concept: VI - Education and work are interrelated.

General Objective: 182 - The student should understand that there are many occupational possibilities related to individual school subjects.

Behavioral Objective: a) The student will explore the variety of jobs directly growing out of a study of the english language.

Curriculum Considerations; Communication Skills: Associates Degree (Secretarial), (Marketing); Vocational (Clerk-Typist); Health Occupations.

Resources	Activities	Evaluation
Dictionary of Occupational Titles. English "Job Cluster" chart. Guest speaker (s) from area (s) identified on chart.	1. Student selects favorite school subject and attempts to compile a list of the possible occupations related to this subject.	Student will research one of the occupation areas which are an english outgrowth. He will attempt to establish a connection between the subject and the job. He will report his findings orally to the group.
Class discussion.	2. During a class discussion(s), the class attempts to develop a rationale for the communication skills course requirements.	
	3. Teacher re-emphasizes learnings of concept #10.	

WORK WORLD

Grades 13-14
To be emphasized.

Factors: Structure
and Nature

Concept: VI - Education and work are interrelated.

General Objective: 183 - The student should understand that demands for certain professional, technical, skilled and service operations are increasing.

Behavioral Objective: a) The student will attempt to pinpoint those occupations where there is an increasing demand for workers.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Occupation Outlook Handbook. LTI placement bureau personnel and/or guidance counselors. Various governmental forecasts of personnel needs.	1. Teacher presentation re-stressing concept #10 materials-- the idea of need for compromise-- and concept #3-- occupations exist for a purpose.	Each group reports findings to other groups on a panel basis.
	2. Divide class into 4 groups, as follows: A. "Identify which professions need more qualified members-why?" B. "Identify which occupations need more technicians-why?" C. "Identify which of the skilled trades need more workers." Consider apprenticeships too. D. "What are 'service' occupations? Why are they growing?"	
	3. Using same groups as above, have each group explore educational needs and where to get them.	

WORK WORLD

Grades 13-14
To be emphasized

Factors: Social, Economic,
Political

Concept: VI - Education and work are interrelated.

General Objective: 184 - The student will understand career opportunities in relation to availability of training.

Behavioral Objective: a) The student will be able to show others how the availability of training influences career opportunities.

Curriculum Considerations: Communication Skills: Associates Degree, Vocational.

Resources	Activities	Evaluation
Class Discussion (small groups) Trade journals, college catalogs, tech. school catalogs.	1. In small groups, the class members will survey the educational opportunities offered by a selected group of "agencies."	Individuals prepare media ads seeking to sell training opportunities and to overcome rejections identified in activities 3 and 4. Ads are also presented orally in class.
Personal observation and experiences.	2. Each group will present a synopsis of such opportunities to the other groups and will try to relate these offerings to possible occupational positions.	
	3. Each group will then reform and explore the social factors that might influence individuals to accept or reject training opportunities leading to specific career opportunities--family, peers, counselors, or occupations that are "unusual" (a woman construction worker, a male secretary).	
	4. Exploration of economic factors, as above.	

WORK WORLD

Grades 13-14
To be emphasized.

Factors: Social, Economic,
Political

Concept: VI - Education and work are interrelated.

General Objective: 186 - The student will realize that his education and training will affect his employability.

Behavioral Objective: a) The student will be able to illustrate how each of his program courses will prepare him for of affect his future employability.

Curriculum Considerations: Communication Skills: Associates Degree, Vocational.

Resources	Activities	Evaluation
16 mm film: "Your Job: Getting Ahead" "Your Job: Finding the Right One" (Coronet) (LTI Career Information Center)	1. Class members choose to watch either or both films individually.	The student prepares a written report showing how each of his programs' classes may affect his future employability in his chosen field.
LTI placement and guidance personnel. Students' personal expectations. Library and major instructor resources regarding expectations of chosen career.	2. Using all available resources (which are briefly sketched by teacher), students individually prepare a listing and report as required by evaluation.	

SELF

Grades 13-14
To be emphasized.

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - The student formulates job expectations that are consistent within his values, needs and desires.

Behavioral Objective: a) The student will identify and record broad job possibilities that will complement and capitilize upon his attributes.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Classand/or group discussions Use of prepared evaluation of personal strengths and weaknesses (concept #1).	1. The student is encouraged to preliminarily explore job positions that may well complement his talents and interests.	Student will compile a list of job possibilities that capitalize upon his strengths past experiences, etc. This listing should take into account previous listing of strengths and limitations (concept #1) as well as the outcomes of activity numbers 1-5 at left.
Readings "You and Your Abilities" (GK 50 #37) "Do Your Dreams Match Your Talents?" (GK 50 #7)	2. Student is also encouraged to skim-read available literature.	
"Understanding Yourself" (GK 50 #36) (Science Research Association)	3. Student may discuss job possibilities with other students, counselors, etc.	
Various Job Exploration Sets, tapes, etc.	4. Teacher presentation based on "Failure....."	
Filmstrip: "Failure. A Step Toward Growth" (FS/C 21	5. Orally student (s) decides what personal strengths can be capitalized upon in terms of several given job possibilities.	

SELF

Grades 13-14
To be emphasized.

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 145 - The student learns to define and accept the personality differences (individual uniqueness) of others.

Behavioral Objective: a) Student will form his own definition of "personality" and understand its relationship to his and others' uniqueness.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Personal resources and experiences. Use of information gained in previous concepts (1, 2, 5).	1. "What is Personality?" preliminary introduction by teacher, including group or class discussion and filmstrip.	Expression of personal uniqueness and insight into others via (non-graded) journal keeping activities. (Act. 4)
Readings: "Exploring Your Personality" (GK 50 #9) "Getting Along With Others" (GK 50 #16)	2. Assigned independent or group research via resource list.	
"Your Personality and Your Job" (GK 50 #40) (Science Research Association)	3. Panel presentations regarding results of research--"What is personality and what is its role in relationships between people?"	
Filmstrip: "Your Personality--The You Others Know" (FS/C 23) (G. A.) Class or group discussion. Journal keeping.	4. "What further insights can you gain?" "How can you keep track of your personality changes and your impressions of others?" (see evalutation)	

CAREER PLANNING

Grades 13-14
To be emphasized.

Concept: X - Enviroment and individual potential interest to influence career development.

General Objective: 146- The student should isolate and accept the influence of many factors on his career development potential.

Behavioral Objective: a) The student will begin to understand why communication skills are among these important influential factors.

Curriculum Considerations: Highlight communication skills role as factor for Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
16 mm films: "English on the Job: Listening and Speaking" "English on the Job: Writing"	1. Brief teacher presentation (introduction) (includes student poll regarding importance of communication skills in future occupation.)	1. Students interview community residents regarding need for communication skills in occupations-types and amounts. A short oral report given in small group sessions.
Readings: "Can You Talk With Someone Else?" (GR-28)	2. Class members view and discuss the film, English On the Job: Listening and Speaking.	2. Student asked to write clear directions or description.
"How To Talk Better" (GK-16) teacher prepared readings regarding listening skills.	3. Students given assignment readings.	3. Final evaluation: another student opinion poll-- after each student finishes he is shown results of first poll and asked to compare or contrast the polls.
Student interviews of local residents rewarding communications skills use in various positions.	4. Students given concrete example of speaking-listening via telephone company "teletrainer" (hotline role playing).	
Optional (extra credit) Diagram of use of communication skills (English) in a variety of occupations. Example: Need for communication skills in addition to technical experience to be a technical writer.	5. Students participate in evaluation activity #1.	

Resources	Activities
	6. Students given extra credit possibility--diagramming (at left).
	7. Class view and discusses English On the Job: Writing. (This should reinforce interview findings in many cases).
	8. Teacher presentation--The Career of Technical Writing.

Teacher's Reference: "The Parent's Role in Career Development."

SELF

Grades 13-14
To be emphasized.

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 147 - The student should accept the necessity for compromise between one's societal and individual needs in career development.

Behavioral Objective: a) Using his awareness of his personal desires and needs, the student will understand that these are not always those of the larger society and that he must be able to compromise satisfactorily.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Filmstrip: "What You Should Know Before You Go To Work" (Part I) (FS/C 30) (G. A.)	1. Define "compromise"	The student should use his previous learnings (concept # 1,2,5,7) and select at least 5 occupations which he believes fit both his and societal needs. (Use of any available resources) He should prepare a shor written report telling why these choices are possible for him.
Booklet by DK Byrn "Career Decisions"	2. "What examples of compromise regularly take place in your life-- or in the larger society?"	
Handbook of Job Facts (GK 39 Vol. 9) Occupational Outlook Handbook 1972-1973 Edition Personal experiences and observation Counselors	3. "How might you have to compromise to secure a job?" -appearance -starting position vs. desired goal -type of occupation in which employment is sought and secured (overall life goals and values)	
Class discussion small groups-give questions to a group leader for each group to handle.	4. "What types of career positions are possible for you? How can you determine such positions?" (teacher gets involved at this point; gives or solicits reference information)	

Teacher's Reference: "Special labor Force Report #111--
Employment status of School Age Youth 10/68"

Concept: X - Enviroment and individual potential interect to influence career development.

General Objective: 193 - The student will understand and accept the fact that individual ability will determine in part the level of attainment in a given career area.

Behavioral Objective: a) The student will understand and will state how and why his individual abilities will determine his level of achievement in a given career area.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational, Licensed Practical Nurse.

Resources	Activities	Evaluation
Student's personal knowledge of interests and abilities (as previously surveyed in "self" activities). LTI guidance and placement personnel. Various career guidance literature available from career information center. Individual viewing of pertinent career field filmstrips and/or video tapes available from career information center.	1. Using previously prepared list of abilities and weaknesses student will attempt to determine (through various resources open to him-including his past scholastic record--) the probable potential he has in a chosen career field (need not be his present program)	Student will write a brief paper explaining his assessment of his probable career potential in researched field.

Teacher Reference: The Peter Principle

SELF

Grades 13-14
To be emphasized.

Concept: XI - Occupations and life styles are interrelated.

General Objective: 148 - The student will **recognize** what he can expect in terms of work outcomes.

Behavioral Objective: a) The student will explore various occupations and will state how at least three such occupations might affect his life in terms of status, economic benefits and security.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Use of various occupational exploration kits.	1. Brief teacher introduction and defining of key terms-determine what these outcomes are.	1. Discussion or short piece of writing in response to activity numbers 2 and 3.
Personal and family occupational experiences.		
Job counselors, personnel managers, etc. Relevant books, magazine articles, etc. of student's own choice.	2. Each student is required to decide which work outcome (s) is (are) important to him--why? (Resource-Filmstrip).	2. Oral Report: "Since I consider ________ to be (an) important work outcome (s), I would be living like this: ________ by being employed as a ____________." (Can be serious or humorous).
	3. Refer to concept ten's idea of compromise-- What might have to be compromised in regard to work outcomes?	(Report should reflect B. O.)
	4. Student must then decide how, if such (an) outcome (s) is (are) gained, he will live. (ie.: where; who friends are; what kinds of food, home,car, etc., he would have; number of children and their education, etc.)	

SELF

Grades 13-14
To be emphasized.

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - The student will understand that career planning has an effect on one's life style.

Behavioral Objective: a) The student will define "lifestyle" and identify the kind he desires.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Filmstrip: "Dare To Be Different" (Part 2) (Guidance Associates) (LTI Career Information Center) Class and/or small group discussion. Teacher presentation. Student's personal experiences and observations. Media and Literature: Books, Plays, Movies, TV (See master guide page 212 for partial listening). 16 mm film: Careers: Making a Choice. (Doubleday)	1. Via discussion (s) student will determine what "lifestyle" means for himself and/or group. 2. He (or they) will attempt to illustrate what some of the various types of lifestyles are in our society: a. small town b. inner city c. suburban d. blue collar vs. white collar 3. Teacher briefly compares and contrasts these determinations with western european lifestyles. 4. Student is required to explore at least one fictional lifestyle via media literature, and/or film. 5. Student is asked to speculate what he hopes his lifestyle to be in 5 years.	A written critique in response to activity number 4.

SELF

Grades 13-14
To be emphasized.

Concept: XI - The student will understand that career planning has an effect on one's lifestyle.

General Objective: 149 - The student will understand that career planning has an effect on one's life style.

Behavioral Objective: b) The student will be able to relate chosen lifestyle with career planning and education.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Literature:	1. Opening discussion questions:	Writing assignment "The Role of Career Planning in my Present and Future Life."
"Why There's Not Enough Money Here for Prostitution," by Ben Bagdikian	a. "What happens if you gain your desired work outcome (s) yet the job which provieds them is one you dislike?"	
Filmstrip:		or
"Four Who Quit" (Guidance Associates).	b. "Can occupation and desired outcome (s) be made compatible?"	Diagramming (flow chart) of careers education's role in scheme of individual's total education process.
Discussion.	c. "If not, which one will have to be revised?" (View filmstrip/ tape).	
Personal experiences and values.		
Teacher presentation.	2. Brief teacher presentation regarding important role of career planning.	
	3. Read Bagdikian article as example of those in society who can't or won't have necessary education and career planning background.	
	4. Follow with discussion and/or socio-drama activities.	

SELF

Grades 13-14
To be emphasized.

Concept: XI - The student will understand that career planning has an effect on one's lifestyle.

General Objective: 196 - The student will understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective: a) The student will reconize that his involvement in mankind does not end when the closing whistle blows.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational, Licensed Practical Nurse.

Resources	Activities	Evaluation
All: Individual viewing of Filmstrip: "Do We Live Or Exist?" (Guidance Associates)	1. Class discussion regarding reaction to filmstrip.	Associates Degree and Vocational: A listing with reason as a result of activity #3.
All: Personal experiences and observations.	2. "What is 'constructive' use of leisure time in your opinion?" (small groups).	
Associates Degree: Vocational: Optional readings of ecology literature. Health Occupations and LPN'S: Optional research into professional literature. Guest speaker (s).	3. "How can your present interests and/or hobbies be used to complement your chosen work and aid you in achieving increased self expression?" (short oral statement to group).	Health Occupations & LPN'S Reactions (written or oral) to professional person (s) speaking to class in this area. (act #4)
All: Class discussion.	4. H. O. and LPN'S: Focusing on leisure time activities that will help student grow professionally. (ie. even broadened general reading, involvement in community activities, etc. will help.) (class discussion and optional reading)	

CAREER PLANNING

Grades 13-14
To be emphasized.

Factors: Information Gathering
Concluded

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 164 - Identify and compare factors which may have revelance for one's career decisions.

Behavioral Objective: a) The student will detect and cite factors which affect one's career decisions.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Refer to previous discussions, evaluation activities, film/literature resources.	1. List internal and external factors which have influenced, or may have influence, you in career considerations.	Brief comments or summaries to be handed in by groups or individuals.
	2. Small groups or panels: Identify and analyze factors which apparently influenced the literature characters to make their "career" choices.	
	3. At this point in time, what is your career decision? Why? Is it the same as one of your parents? Why?	

CAREER PLANNING

Grades 13-14
To be emphasized.

Factors: Information
Gathering

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 165 - The student will understand that each decision one makes may well have important implications for one's future, especially in future decision-making.

Behavioral Objective: a) The student will understand that since one is continually making decisions such decisions should be made with care, since they mold one's life.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Literature: Grapes of Wrath The Road Not Taken	1. "What kind of decisions are humans called upon to make?"	Composition-- a. Narrate a decision you've made and the effects it has had on your life,
Ethan Frome The Old Man and the Sea	2. "How does one decision often necessitate others?" (The snowball effect?)	or
16 mm films: "Right or Wrong" Who Should Decide" (Coronet)	3. Explore the difference between minor and major decisions-- identify a number in each category.	b. Choose a decision you well might make and try to predict its effect on your future life. (what doors will it open, what doors wil it close?)
Discussion sessions.	4. "What kinds of career decisions might you have to make?"	or c. Is it true that "opportunity never knocks twice?" Why?
	5. Refer students to resource readings and films.	or d. Relate the process of decision making in one of the radings; what was the effect of such decision?

CAREER PLANNING

Grades 13-14
To be emphasized.

Factors: Training and Education

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities. -

Behavioral Objective: a) A student will conclude that advancement usually comes thru personal initiative, such as by seeking further education and training.

Curriculum Considerations: Communication Skills: Associates Degree, Vocational.

Resources	Activities	Evaluation
Training director of a larger local concern. Armed forces recruiter. Sample of tests used for advancement.	1. Have class research and explain the similarities and differences of advancement possibilities in various chosen occupations.	Individual oral or written statement regarding B. O. terms.
16 mm film: "Aptitudes and Occupations" (second edition) (Coronet)	2. Class discussion regarding imporatance and weight of experience, initiative and longevity for advancement in employment.	
	3. Speaker (s)	
	4, Sample advancement tests shown and discussed.	

WORK WORLD   Grades 13-14   Factors: Structure and Nature
To be emphasized.

Concept: **XIV** - Various groups and institutions influence the nature and structure of work.

General Objective: **198** - The student will understand how a person in an organized group or institution can bring about change in working conditions or the nature of the work world.

Behavioral Objective: a) The student will choose a novel from a supplied list, read and state how the protagonist achieved or failed to accomplish needed change in his work enviroment.

Curriculum Considerations: Communication Skills: Associates Degree, Vocational.

Resources	Activities	Evaluation
Classroom literature (selected list), including: Hard Times Player Piano The Jungle Far From the Maddening Crowd McTeague	Individual reading of a novel chosen from selected list.	Written critique of novel stressing B. O.

SELF AND CAREER PLANNING

Grades 13-14
To be emphasized.

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - The student will become acquainted with accurate and pertinent resources which will aid in his career planning activities.

Behavioral Objective: a) Having determined a possible listing of personal career and occupational objectives (concepts # 10 and 11), the student will identify and select different types of career planning resources that will aid him in researching these chosen activities.

Curriculum Considerations: Communication Skills: Associates Degree, Vocational.

Resources	Activities	Evaluation
Libraries.	1. Require that students have a written listing of careers and interests (can be taken from previous lessons)	1. Student lists at leas five sources he consulted in choosing a specific occupation or career which he feels best meets his needs and goals.
Guidance departments.		
Wisconsin State employment service.		
LTI Career Information Center.	2. Guest guidance placement speaker (s).	2. Optional:
Various cassette tape programs on the market.		Student writes and tapes a commercial for radio which attempts to sell the listener on the need for acquaintance with career planning resource information.
Public Service ads in the media (esp. Federal Gov't's)	3. Acquaint students with library and other sources and how to use them.	
Cassettes:		
Exploring the World of Work Series	4. Teacher stresses importance of individual responsibility in this area.	
Guest Speaker (s)		
Inventory and aptitude tests.		
US Dept. of Labor Job Exploration booklets.	5. Student takes at least one inventory or aptitude test.	
Occupational Discovery Kits.		
	6. Student breaks down probable broad career fields into their specific job components.	

Grades 13-14
To be emphasized.

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - The student will determine and pursue educational and/or occupational plans.

Behavioral Objective: a) The student will prepare the written materials necessary to secure a job interview in his chosen career/occupational choice.

Curriculum Considerations: Communication Skills: Associates Degree, Vocational.

Resources	Activities	Evaluation
Personal data sheet and letter of application forms.	1. Student consults LTI placement bureau and obtains its handbook and placement forms.	Student prepares (in type) a data sheet and a letter of application that could be mailed to a prospective employer in student's chosen occupational field.
Any other pertinent records, such as grades, list of specialized courses taken, etc.	2. Class review of placement bureau information; students helped filling out forms.	
Occupational outlook handbook of various types.		
LTI placement bureau.	3. Discussion of job availability resources: friends, relatives, professionals, newspapers and trade journals, etc.	
Teacher presentation.	4. Teacher presents examples and guidelines for data sheet and application letter to meet resource needs.	

CAREER PLANNING Grades 13-14 Factors: Information Gathering
To be emphasized.

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - The student will understand the relationship between personal attitudes and employability.

Behavioral Objective: a) The student will be aware of his communication of attitudes via non-verbal means and realize how such expression affects his job success.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational, Licensed Practical Nurse.

Resources	Activities	Evaluation
Body language Excerpts and other prepared handouts dealing with kinetics (non-verbal communication)	1. Combined teacher presentation student study of hand-out materials; discussion.	Answer activity #3 in written form, giving justification for your views.
Filmstrip	a. "What is non-verbal communication?" "How is it achieved?"	
"Personality: The You Others Know" (Guidance Associates) (may be review for some students)	b. "Do you always realize when you regard communicating non-verbally?"	
Personal realizations regarding self. (review of "self concepts?)	c. "What aspects of you speaks about you to others?" (define attitude)	
Class Discussion	- attempt to list areas and aspects of non-verbal communication, such as appearance, gestures, facial expression, walk, attendance, behavior and cooperating with others.	
	2. "What attitudes do you communicate silently about school in your classes?"	
	3. "What kinds of attitude expression will help you gain- and keep your job?"	

SELF AND CAREER PLANNING

Grades 13-14
To be emphasized.

Concept: XV - Individuals are responsible for their career planning.

General Objective: 212 - The student will understand the relationship between his course work and his probable activities in his chosen occupation.

Behavioral Objective: a) The student will identify certain activities in the communication curriculum which have a definite place in the world of work.

Curriculum Considerations: Communication Skills: Associates Degress, Health Occupations, Vocational, Licensed Practical Nurse.

Resources	Activities	Evaluation
Associates Degree, Health Occupations, Vocational.	A.D., H. O. & Voc.	All: Quiz on communication model (How it functions- if it does).
refer to concept 10 activities and films	1. The importance of communication skills in jobs (and in lives) reinforced (refer to films)	2. LPN'S Keep journal regarding communication problems or insights received during hospital experiences.
teacher presentation of the communications model	LPN	
class discussion	"How important are communication skills in your chosen work?" "Which ones, especially?"	3. A. D., H. O., Voc.
cooperating employer (s) and possible field trip tours.		Take an interview with a cooperating employer or LTI staff member. This will be taped and later reviewed by teacher and individual student.
teacher presentation of interview skills via: "Your Job Interview" (Guidance Associates)	2. All: "Can any societal activity be carried on without communications of some type?" (Introduce non-verbal for future elaboration)	
Licensed Practical Nurse.		
Student nurse experiences and observations		
Journal keeping	3. All: "What do we know about how communication proceeds?" "What stops it from proceeding?" (ie. poor spelling, puntuation and grammar on a data sheet or application letter)	

Resources	Activities
	4. All: Teacher draws model, explains it and through class discussion, enumerates points at which communication can break down.
	5. All: "How do your courses here relate to your chosen future job?" (use guest speakers and tours if possible)
	6. LPN'S: Teacher solicits student nurse experiences which might be communication breakdowns. (discuss as to the causes).
	A. D., H. O., Voc. "What kinds of communication skills are needed in the interview which (hopefully) leads to desired job outcome?"
	7. A. D., H. O., Voc. Show filmstrip/tape and discuss. Give any additional information needed for student understanding "How can the interview breakdown?"

CAREER PLANNING Grades 13-14 Factors: Training and Education
To be emphasized

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept the fact that environmental and social changes require the ability to adjust.

Behavioral Objective: a) The student will explore the influences brought about thru current media and acquire some ability to judge the validity of this information.

Curriculum Considerations: Communication Skills: Associate Degree, Vocational

Resources	Activities	Evaluation
Field Trip(s) to Radio and/or TV Stations	1. Field trip(s) to places listed under "Resources"	Research and react to Agnew charges.
Newspapers and Magazines Current Media ads (Taped or Video-taped for classroom use) Teacher Presentation: Propaganda Techniques	2. Students listen or view electronic media (4-15 min. samples). --Report findings in small groups --Make preliminary statements re:media.	Develop an ad portfolio, where each ad is surveyed and judged according to according to selected standards.
Ad Portfolios Literature Research: The Agnew charges against media	3. Students watch, listen to and/or view ads re: 4 different brands of one product, attempt to isolate sales appeals and decide which of ads is most "believeable"and why? --Report findings to class.	Role playing create and present a TV or radio ad to class slanted toward their interests, activities. (Product can be "new" fictional)
	4. Teacher presentation re: propaganda techniques. --Discussion re:morality of such techniques	

CAREER PLANNING Grades 13-14 Factors: Training and Education
To be emphasized

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept the fact that environmental and social changes require the ability to adjust.

Behavioral Objective: b) The student will interpret the meaning and use of words which have become prevalent in our language because of environmental social changes.

Curriculum Considerations: Communication Skills: Associate Degree, Vocational

Resources	Activities	Evaluation
Survey of peer group vocabulary Mass media Materials (esp. *Time*) (and "All in The Family")	1. View or listen to several news programs and list obvious changes in commonly used vocabulary.	Trace the effect of popular media as slogans/ jingles/ songs on public's usage or write a paper explaining and contrasting the various denotations and connotations of a popular word (such as "Propaganda" or "Demonstration") This paper might also trace the history of the word.
Film: (16mm) "Career Planning in a Changing World" (Popular Science)	2. As a group compose a list of words and define past and present meanings. How have denotations and connotations changed? (May need short explanation of key terms)	
Teacher presentation and handout: "A Brief History of English Language Change"	3. Teacher presentation (see "Resources").	React orally or in writing to activity Nos. 5-7.
	4. Make a list of words that have been developed or "born" in the last few years and decide why a need for these has occurred? (i.e., the vocabulary of space exploration)	
	5. "How can we anticipate future vocabulary change?"	

WORK WORLD Grades 13-14 Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 201 - The student should realize that changes in a career necessitate personal adjustments.

Behavioral Objective: a) The student will understand and accept continuing adjustment as a necessary part of today's work world.

Curriculum Considerations: Communication Skills: Associates Degree, Health Occupations, Vocational.

Resources	Activities	Evaluation
Mass media and video tape materials. 16 mm film: "Your Job: Getting Ahead" (Coronet) LTI Career Information Center Suggested literature including Future Shock Class discussions (panels?)	1. Students will find, relate and discuss, via mass media reports etc. the need of the individual to adjust to rapidly changing job conditions, position, descriptions, etc. (ie. well known news figures gaining new positions and responsibilities in gov't, industry, etc.)	In line with activity # 3, students relate thei reactions and any new knowledge gained.
	2. Teacher attempts to bring to the fore individual student responses to this fact of life.	
	3. Film is shown and discussed.	

WORK WORLD

Grades 13-14
To be emphsized.

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 202 - The student will realize that there is a relationship between his advancement possibilities and his acceptance of on-the-job responsibilities.

Behavioral Objective: a) The student will define "responsibility" and allocate its place in the scheme of job expectations.

Curriculum Considerations· Communication Skills: Associates Degree, Health Occupations, Vocational, Licensed Practical Nurse.

Resources	Activities	Evaluation
Class discussion	1. Discuss and define "responsibility."	After doing some independent reading, viewing, or listening to mass media sources, student will prepare a written report covering items specified in B.).
Recent and current mass media, including books.		
16 mm film:	2. "What kinds of expectations do employers have of employees?" (ask students to assume employer viewpoint if possible)	
"Your Job: Getting Ahead" (Coronet)		
LTI Career Information Center	a. "What kinds of responsibility have you taken?" (job or school).	
Guest speaker (s) employment manager or LTI guidance personnel.		
	b. Guest speaker.	
	c. Film and discusscion.	

WORK WORLD

Grades 13-14 To be emphasized

Factors: Structure and Nature

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 204 - The student should realize that changing job requirements and situations (including job promotion and job obsolescence) require on-going worker retraining.

Behavioral Objective: a) Education, training and personal adjustment. The student will identify the factors which will affect the performance maintenance plus personal fulfillment he received from his chosen career.

Curriculum Considerations: Communication Skills: Associate Degree, Vocational

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Resources	Activities	Evaluation
Available Job Outlook Literature (L.T.I. Carrer Collection) 16mm Films: "Getting and Keeping a Job" (Eye Gate) (L.T.I. Info. Center) "Your Job: Good Work Habits" (Coronet) (L.T.I. Information Center)	1. Teacher's re-emphasis of previous work and self concepts which touch upon this area and definition of terms general and behavioral objectives.	Panel Presentations or Debates re future job performance and maintenance factors plus effect on career satisfaction. (Example: will you really have to make adjustments to maintain future employment? If so, why what kind?)
Filmstrip "Are You Looking Ahead?" (Eye Gate) Books: Future Shock Up the Down Staircase	2. Students are asked to predict orally their job and position 10 years after graduation. a-"What Factors Will Have Affected Your Occupational Role By Then?" b-"What Jobs Are Very Prone Obsolescence?"	
Class Discussion Speaker (s) Field Trip (s)	3. "In What Ways Will You Have 'Conformed' to Employers and Societal Expectations?" a-"How Will This Affect Your Personal Job Satisfaction?"	
	4. "How Often Will You Have Gained Additional Education or Re-Training?"	

INDUSTRIAL EDUCATION RATIONALE
Post-Secondary Level

The dissemination of materials on careers and occupational information has always been included as a part of Industrial Education Programs.

With this thought in mind, the career centered materials formulated in this guide are an endeavor to establish this information in an acceptable form for all areas in Industrial Education.

No attempt has been made to pin-point specific areas, but rather to establish a tool usable to all. Included are several specific areas in which specific sequence has been established. Each teacher using this guide will adopt and include materials pertinent to his field. Resources and activities listed are suggestions and will depend upon the individual teacher.

In this guide the designation 7, 8, 9 refers to Industrial Arts on the Junior High level; 10, 11, 12 refers to Industrial Arts and Vocational Education on the High School level; 13 and 14 refers to Vocational and Technical Education at the Technical School level.

Three-Week Participants:

Colin Carpenter - Horace Mann, Sheboygan
John J. Debrauske - Urban, Sheboygan
Anton H. Kotyza - Washington, Two Rivers
Ken Lehmann - Horace Mann, Sheboygan
Don McCabe - Oostburg High, Oostburg
Marvin R. Nicla - North, Sheboygan
Don R. Pangborn - North, Sheboygan
Roger Rulseh - L.T.I., Sheboygan
David A. Schmitt - L.T.I., Manitowoc
David C. Smith - North, Sheboygan
Duane Waterman - North, Sheboygan

SELF Grade 13

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 1 - Appraise, accept, and organize his own abilities, attitudes, and values.

Behavioral Objective: The student will analyze and formulate his own interest, ability, attitude and values.

Curriculum Consideration: The Electrical Power - Introduction to Power

Resources	Activities	Evaluations
Wisconsin Power & Light	Field Trip	Reasons for positive or negative attitude toward job from his observations
Film: Is a Career in the Electrical Power Industry for You? Counselor Films Incorporated	Class Discussion	

ELECTRIC

WORK WORLD Grade 13

Concept: III - Occupations exist for a purpose.

General Objective: 12 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: In the electrical power field, the student will list job specializations and their interdependency.

Curriculum Consideration: Electrical Power - Introduction to Power

Resources	Activities	Evaluations
Wisconsin Power & Light U.L. Film: Testing - Requisite for Fire Safety	Field Trips and class discussion	Be able to explain how jobs are interrelated by specific example.
Organization Chart		

SELF Grade 13

Concept: V - Work means different things to different people.

General Objective: 2 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: In the electrical power field the student will list examples of his potential financial and personal rewards.

Curriculum Considerations: Electrical Power - Introduction to Power

Resources	Activities	Evaluations
LTI Placement Handbook The Sextant Series Public Utilities	Class discussion and explanation of use of profile chart	The student will use the sextant profile chart to find his job possibilities and promotional possibilities giving financial reward for each example.

SELF Grade 13

Concept: V - Work means different things to different people

General Objective: 3 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: The student will explain how occupation can influence leisure time activities in terms of money and job quality.

Curriculum Consideration: Electrical Power - Introduction to Power

Resources	Activities	Evaluations
Electric Power Company Newsletters and Organization Charts	Class discussion of job parameters	Student explanation as to leisure time activity which is affected by a specific job

CAREER PLANNING Grade 14

Concept: VI - Education and work are interrelated.

General Objective: 5 - Know where and how to apply for jobs.

Behavioral Objective: Complete an application for a given job.

Curriculum Consideration: Electrical Power - Power Generation Plants

Resources	Activities	Evaluations
LTI Placement Service School Records Personal References Wisconsin State Employment Office Newspapers	Discuss application forms Discuss methods of job application	List necessary steps in applying for a job and complete an application form

CAREER PLANNING Grade 14

Concept: VI - Education and work are interrelated.

General Objective: 7 - Accept the concept of continuous education and training for enhancing and affecting one's career development potential.

Behavioral Objective: In the electrical power field the student will be able to evaluate training or continuous education and its effect on career development potential.

Curriculum Consideration: Electrical Power - Power Generation Plants

Resources	Activities	Evaluations
Job qualification list from Wisconsin State Employment Office U.L. booklet "Look to Your Future" and the Sextant Profile Chart "Public Utilities"	Speakers from business and industry Class discussion on how information of this type will affect the student	Student will give example of people who have advanc through the process of additional training or education.

WORK WORLD Grade 13

Concept: VI - Education and Work are Interrelated

General Objective: 15 - Understand that demands for professional, technical skilled and service occupations are changing.

Behavioral Objective: In the electrical power field the student will be able to list examples that illustrate that demands for (a) professional (b) technical (c) skilled and (d) service occupations are changing.

Curriculum Considerations: Electrical Power - Introduction to Power

Resources	Activities	Evaluation
Trade Magazines Paper Want Ads Atomic Energy Commission Film Wisconsin Power & Light	Class Discussions and Field Trips	Explain changes that have taken place in the power industry

WORK WORLD Grade 14

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 16 - Understand that production, distribution, and consumption relate to jobs and the economic structure

Behavioral Objective: In the electrical power field the student will be able to explain the part production, distribution, and consumption plays in relationship to jobs and economic structure.

Curriculum Consideration: Electrical Power - Power Generation Plants

Resources	Activities	Evaluation
Newspapers Trade Journals Wisconsin Power & Light Co. LTI Distribution Center Organization Charts	Class Discussions	Be able to show job relationships to production, distribution, and consumption.

WORK WORLD

Grade 14

Concept: IX - Job specialization creates interdependency

General Objective: 17 - Understand the need for cooperation among workers.

Behavioral Objective: In the electrical power field the student will identify examples and explain the need for the existence of a cooperative effort among workers.

Curriculum Considerations: Electrical Power - Electrical Machines

Resources	Activities	Evaluation
U.L. Film: Testing Requisite for Fire Safety Power Company Newsletters Trade Journals Lab Projects	Discussion of Newsletters and Lab Projects	Explain how some lab projects were made simple by working together.

CAREER PLANNING

Grade 13

Concept: X - Invironment and individual potential interact to influence career Development

General Objective 4 - Recognize and accept that his career choice may be influenced by job opportunities in his geographical area.

Behavioral Objective: In the electrical power field the student will identify the relationship between geographic locations and job opportunities.

Curriculum Considerations: Electrical Power - Introduction to Power

Resources	Activities	Evaluations
Map of the electrical power company locations in Wisconsin regarding showing power plants, distribution centers, and engineering services	Class discussion	The student will list locations for specific jobs.

WORK WORLD Grade 13

Concept: XI - Occupations and life styles are interrelated

General Objectives: 19 - Understand that career will determine friends, associates, and status in community

Behavioral Objective: In the electrical power field the student will describe how his career will influence who his friends and associates are and his status within the community.

Curriculum Considerations: Electronic Power - Introduction to Power

Resources	Activities	Evaluation
Power Company Newsletters Newspapers Trade Journals Past Students	Class Discussion	Be able to describe how his chosen field will affect his selection of friends

WORK WORLD Grade 13

Concept: XI - Occupations and life styles are interrelated

General Objective: 20 - Understand that leisure time and avocational activities can complement work as a means of self expression.

Behavioral Objective: In the electrical power field the student will explain how leisure time and avocational activities complement his work.

Curriculum Consideration: Electrical Power - Introduction to Power

Resources	Activities	Evaluation
Newsletters Newspapers Trade Journals Past Students	Class Discussions	Be able to specify at leas one activity that would complement his work.

CAREER PLANNING Grade 13

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 8 - Realize that within a given career area there is a wide range of opportunity to meet the needs of many types of individuals.

Behavioral Objective: In the electrical power field the student will describe the opportunities that exist that will meet individual needs: (a) Financially (b) In job satisfaction (c) In social approval

Curriculum consideration: Electrical Power - Introduction to Power

Resources	Activities	Evaluations
Organization Charts The Sextant Series Exploring your future in public utilities	Class discussion of job types	Student will list possiblity of job that may fill his needs.

CAREER PLANNING Grade 14

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 9 - Identify and utilize systematically only valid sources of occupation information.

Behavioral Objective: In the electrical power field the student will systematically identify sources of valid occupational information.

Curriculum Consideration: Electrical Power - Power Generation Plants

Resources	Activities	Evaluations
U.S. Labor Department Wisconsin State Employment Office Newspapers Power Company Job Postings	Class Discussions	From a variety of occupational information the student will select the most valid one.

CAREER PLANNING Grade 13

Concept XIII: Career development requires a continuous and sequential series of choices.

General Objective: 10 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: Within the electrical power field the student will be able to list advancement opportunities.

Curriculum Considerations: Electrical Power - Introduction to Power

Resources	Activities	Evaluation
Organization Chart Wisconsin Power Companies The sextant series: Public Utilities	Class Discussion	Student will show his Progression on an organization chart.

WORK WORLD Grade 14

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 11 - Understand that labor-management, government, and public dynamics act to influence the nature and structure of work.

Behavioral Objective: In the electrical power field the student will explain the ways labor-management, government, and public dynamics act to influence the nature of jobs.

Curriculum Considerations: Electrical Power - Power Generation Plants

Resources	Activities	Evaluation
State Statutes Union Contracts Public Hearings Newspapers Public Service Commission	Class Discussions	Be able to show where a specific job is influenced by labor, management, government, and public dynamics

WORK WORLD

Grades 13-14
To be emphasized

Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: a) Given an occupational field, the student will list job specializations and their interdependency.

Curriculum Considerations: Vocational and Technical Education - Plastics Molding Processes and Practices I, II, & III

Resources	Activities	Evaluations
Guest speakers from plastic industries in the district.	1. Speaker will describe the job specializations needed in order to make the plastic end item.	Student will be able to list the job specializations within speaker's firm.
Field trip to the speaker's firm. Laboratory Teacher	2. View of the job specializations covered in speaker's presentation. Student will bring a critique noting job specializations and their interdependency.	Teacher will subjectively evaluate critique as to the student's ability to recognize job specializations and interdependency.
	3. Set up laboratory groups with each person being responsible for a job specialization to produce an end item or a number of end items in a specified order. (This will apply to all plastic processing activities: a) extrusion b) injection molding c) rotational molding d) thermoforming e) compression molding f) reinforced molding)	Teacher will grade student end result both from group and individual basis reinforcing interdependency of occupations.
	4. Teacher presentation of plastics processing technique and the various occupations needed to produce an end product.	Objective test on teacher presentation.

SELF

Grade 14
To be emphasized

Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 177 - Recognize that many occupations contribute to an end product.

Behavioral Objective: a) Given a product the student will be able to select the various occupations that contributed to its development and completion.

Curriculum Considerations: Vocational and Technical Education - Plastics - Plastic Seminar

Resources	Activities	Evaluations
Magazines: Modern Plastics Plastics Design and Processing Plastics Technology Plastics World SPE Journal Modern Plastics Encyclopedia Technical books	1. Student will choose an item which may or may not be made of plastic and do the following: a) Choose the correct plastic for the item. Factors of choice may include: 1) end vs. characteristics 2) economic factors b) Choose the correct processing method on the basis of: 1) number of items forecast 2) design of article 3) economics.	Teacher will act as consultant and advise students at all stages of the report. Teacher will evaluate the final report.

This will be basis of an 18 week independent study course. Through this study, he will realize the scope of problems and occupations in making a plastic item.

WORK WORLD
Grades 13-14
To be emphasized
Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, skilled and service occupations are increasing.

Behavioral Objective:
a) Given an occupational field, the student will be able to illustrate examples where professional technical occupations are increasing.
b) Given an occupational field, the student will be able to illustrate examples where skilled occupations are increasing.
c) Given an occupational field, the student will be able to illustrate examples where service occupations are increasing.

Curriculum Considerations: Vocational and Technical Education - Plastics - Introduction to Plastics

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Resources	Activities	Evaluations
Booklets: "Need for Plastic Education" (The Society of Plastics Industry, Inc.) "Careers in Plastics" "Survey of Plastic Industry Projected Manpower Needs" "The Story of the Plastics Industry" (The Society of Plastics Industry, Inc.) Teacher's handout--to be chosen (unknown at present)	1. Teacher presentation followed by classroom discussion of the growth in professional technical occupation as related to the industry growth.	Objective test.

WORK WORLD

Grade 13
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 185 - Understand that continuous education and training will enhance one's career development potential.

Behavioral Objective: a) Given an occupational field, the student will be able to list examples where continuous education or training can enhance career development potential.

Curriculum Considerations: Vocational and Technical Education - Plastics - Introduction to Plastics

Resources	Activities	Evaluations
Teacher Booklet: "How to Crack the Establishment" (Society of Plastics Industry, Inc.) 16mm Film: "How to Crack the Establishment"	1. Teacher presentation emphasizing organizations which offer continuous education and training, e.g. a. Society of Plastic Engineer 1) Technical Mech. b. University Extension Workshop Stress the value through case studies of individuals who have done so.	Teacher's reaction to discussion.
	2. Discussion of the presentation material.	

MARKETING RATIONALE
(Post-Secondary)

We feel that our job is to provide an individual with the necessary information that will allow him to make the most intelligent decision possible in choosing a career. The goal is an individual who enjoys his job and is highly proficient at this job; where the individual can achieve his goals as they relate to himself, his family, his friends, and society. We feel that in order to help the individual to achieve these goals he must:

1. Understand himself and his goals,
2. Have information available as to how to achieve these goals, and
3. Have access to the means for achieving these goals.

The end result can be achieved only if there is a continuous effort toward these aims from all grade levels and from the segments of society outside the education field. Only when we have reached the position of respecting ability on a job, rather than the job itself, will we reach the goal that we desire.

Three-Week Participants:

Lawrence Doyle - L.T.I., Manitowoc
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FIELD STUDY

Field Study is a course designed to give the student an opportunity to examine in depth a specific job of his choice. He achieves this through extensive research using primary and secondary sources and compiles his results in a comprehensive written document. This project will include many of the career education concepts and will be the primary method of evaluating the achievement of the objectives. The teacher will evaluate the work in the project as to:

- Source of information
  - Who or where
  - How many
  - Variety

- Communication
  - Organization
  - Creativity

- Content
  - Depth

Any objective that has an * in the evaluation section will use the above evaluation system.

SELF

Grades 13-14
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Judge and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: a) The student will evaluate his own abilities, interests, attitudes and values.

Curriculum Considerations: Field Study (Introductory Section)

Resources	Activities	Evaluations
Counselor	1. Counselor will present and explain the uses and values of various aptitude, interest, etc., tests.	Student will perform a self evaluation. Instructor's evaluation will be through observation only.
Tests: Kuder Occupational Interest Inventory Occupational Interest Survey (B.D.C. & S.) Kuder Interpretive Manual Allport Value Strong Vocational Inventory Battery General Aptitude Test Battery Scholastic Aptitude Test	2. Student will select from the available instruments those which he wishes to give to himself.	
Personnel Director, or Marketing Manager	3. Student can take the tests to the Counselor for interpretation.	
	4. Personnel Director or Marketing Manager from a local business to speak on how these tests are used in business.	

SELF

Grade 13
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Judge and accept his own abilities, interests, attitudes, and values.

Behavioral Objective: b) Each student will attempt to analyze his own interests, abilities, attitudes and values as they relate to possible Marketing occupations.

Curriculum Considerations: Principles of Marketing (Intro. to Course - 1st Week)

Resources	Activities	Evaluations
Teacher Textbook Dictionary of Occupational Titles Marketing job descriptions	1. The student will sit down and prepare a list of his interests, abilities, attitudes and values as he sees them to be.	This is for the student's use in helping him to develop a direction into or out of the Marketing field and will have no formal evaluation unless it is desired by the instructor.
	2. Lecture-Discussion of Marketing and positions in Marketing with some of the qualities needed for the various positions.	Informal evaluation with advisor, teacher, or counselor and student.
	3. The student will compare his personal lists with the occupational opportunities in Marketing.	

SELF

Grades 13-14
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 136 - Appraise and accept his own abilities, interests, attitudes and values.

Behavioral Objective: c) Each student will analyze his own interests and see if these relate to the Retailing field.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Occupational Outlook Handbook	1. Brainstorm the many different Retail Operations that exist.	Self-evaluation by student as to whether he is in the right field or not.
Dictionary of Occupational Titles		
Speaker from a Retail store	2. Speaker from business discuss the job descriptions of employees in his store.	
Job descriptions		
	3. Student analyze his own interests.	
	4. Students will make an appointment with the instructor at which time he will discuss his interests and how these relate to a job in the Retail field.	

SELF

Grades 13-14
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: The student will list his strengths and weaknesses.
a)

Curriculum Considerations: Field Study (Introductory Section)

Resources	Activities	Evaluations
Results of tests taken from General Objective 136 Peers	1. The student will prepare a list of his strengths and weaknesses through an analysis of the tests taken on the preceding page (General Objective 136).	Optional insertion into project. *
	2. Sensitivity Session.	

SELF

Grade 13
To be emphasized

Concept: I - An understanding and acceptance of self is important throughout life.

General Objective: 137 - Organize self-appraisal information into categories of strengths and limitations.

Behavioral Objective: The student will determine his strengths and weaknesses and
b) compare these to his major interests in Marketing.

Curriculum Considerations: Principles of Marketing (Intro. to Course - 1st Week)

Resources	Activities	Evaluations
Job descriptions Student's own list of interests, abilities, attitudes and values.	1. The student will take the information from the preceding objective and classify them as to strengths and weaknesses as they relate to the occupational areas of Marketing in which he is most interested.	This information is to be used by the student in planning his career development and will have no formal evaluation. Informal evaluation with advisor, teacher or counselor and student.

SELF

Grades 13-14
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 139 - Respect a person's occupational choice.

Behavioral Objective: The student will recognize that each occupation in a Retail store is a necessity of the entire operation and someone must fill these positions.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Occupational Outlook Handbook Dictionary of Occupational Titles	1. Through a brainstorming session the class will list every job within a Retail store.	Consideration will be given mainly to content and reasons why this job is important.
	2. Each student will select an occupation that he would not consider entering because it is not attractive to him. He will then analyze it in respect to its value for those persons who choose it, its value to society, and its value to the Retail Organization. This will be done in writing and handed to the instructor.	
	3. Small group discussions on the importance of each of the jobs in the Retail field.	

SELF

Grade 14
To be emphasized

Concept: II - Persons need to be recognized as having dignity and worth.

General Objective: 140 - Understand that people can achieve dignity and worth by work.

Behavioral Objective: The student will compare the authoritative management system with the participative management system and determine which provides greater dignity and worth for the workers.

Curriculum Considerations: Marketing Management (Techniques of Management)

Resources	Activities	Evaluations
Teacher Textbook Businessmen Interviews	1. Lecture-Discussion on the different types of management systems.	Easy type of test that has the student define the different types and discern how each relates to the worker and the worker's dignity and worth.
	2. Research by the student into primary and secondary sources of the types of management systems used, with the results included in a short written or oral report.	Evaluate as to: Content depth Organization Sources of information Creativity etc.

WORK WORLD | Grade 14 | Factors: Individual Psychological

To be emphasized

Concept: III - Occupations exist for a purpose.

General Objective: 175 - Understand that work has intrinsic values such as satisfaction from achievement and personal recognition as having worth.

Behavioral Objective: The student will be able to list the rewards that may be achieved through work.

Curriculum Considerations: Marketing Management (Motivation)

Resources	Activities	Evaluations
Teacher	1. Lecture-Discussion on motivations for individuals in a work situation.	Test to list and explain the motivations available for use.
16mm Films: "Second Effort" (Vince Lombardi)		
"The Average Man" (Bob Richards) (Kohler Company)	2. View the movie "Second Effort" and report on the ideas in the movie (can substitute "The Average Man").	Evaluate written report on the basis of comprehension of material and ability to communicate their ideas.
Tapes: Earl Nightingale tapes Larry Wilson tapes Dr. Murray Banks tapes	3. Listen to Earl Nightingale tapes, or Larry Wilson Learning System tapes, or Dr. Murray Banks tapes, and report on the ideas presented.	
Books: Dale Carnegie books Dr. Norman Vincent Peale books		

WORK WORLD — Grade 14 — To be emphasized — Factors: Structure and Nature

Concept: III - Occupations exist for a purpose.

General Objective: 176 - Recognize that specialization has created an interdependency of occupations.

Behavioral Objective: b) The student will identify the areas of specialization development, explain the interdependency specialization creates, and relate how this has necessitated the need for improved managerial skills.

Curriculum Considerations: Marketing Management (Technique of Management)

Resources	Activities	Evaluations
Teacher Businessmen Magazines such as: Journal of Marketing Journal of Retailing Howard Business Review Fortune Business Week	1. Lecture-Discussion on the problems of managing the specialists in Marketing.	Test to see the ability of the student to explain the idea of specialization, how it creates interdependency, and the need for changing management techniques.
	2. Interview three managers in areas where specialization has increased (advertising, etc.) to determine how managerial skills have changed. Report your findings.	Evaluate the report for: Creativity Completeness Understanding Organization etc.
	3. Research the literature for information on Management by Objective, Participative Management, and Authoritative Management, and relate how they are used in an area of Marketing.	

WORK WORLD Grade 14 Factors: Structure and Nature
To be emphasized

Concept: **IV** - There is a wide variety of occupations which may be classified in several ways.

General Objective: 180 - Recognize that there are many job levels within an occupational field.

Behavioral Objective: The student will be able to chart and explain the different job levels within an occupational field.

Curriculum Considerations: Marketing Management (Organization)

Resources	Activities	Evaluations
Teacher	1. Lecture-Discussion on organization charts.	The development and explanation of an organization chart evaluated by: Creativity Neatness Depth of knowledge exhibited etc.
Company Organization Charts	2. The student will get an organization chart and explain the different job levels.	
Concepts of developing an organization	3. The student will take a company and prepare an organization chart explaining the different levels on the chart.	

SELF

Grades 13-14
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: The student will be able to list or illustrate the potential
a) for personal and/or financial rewards in a marketing career.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Record: "Nothing Happens Until Somebody Sells Something" by Red Motley 16mm Films: "Second Effort" by Vince Lombardi "Tell It Like It Is" (Sears Foundation) "The Average Man" (Kohler Company) Tape: "Goal Centered Life" by Earl Nightingale Textbooks Businessmen Speakers Interviews	1. The student will research through primary and secondary sources an area of marketing of his choice to determine the personal and/or financial rewards received. The results will be included in his project.	*

SELF

Grades 13-14
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 141 - Recognize and accept that work has potential for personal and/or financial rewards.

Behavioral Objective: b) The student will explain personal and financial rewards that can be gained through work in Retailing.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Student interview management and employees in Retailing.	1. Lecture-Discussion on rewards that can be gained in the Retailing field (in general).	Student reaction. Questions on a Unit Test.
Outside speaker		
Textbooks		
Resource Center	2. Research through primary and secondary sources the rewards that can be gained in a specific job in Retailing.	
	3. Business speaker on the rewards that can be gained in Retailing.	

SELF

Grade 14
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 142 - Appreciate that individual and social needs can be met through work.

Behavioral Objective: a) The student will identify the different individual and social problems as seen by the manager and indicate methods of properly handling these problems.

Curriculum Considerations: Marketing Management (Techniques of Management)

Resources	Activities	Evaluations
Businessmen	1. The student will interview at least 5 managers on their problems with individuals (employees) and society (ecology, etc.) and how they handle these problems and compile a report on his findings.	Evaluate the report on Neatness Completeness Organization Communications Creativity etc.

Grades 13-14
To be emphasized

Concept: V - Work means different things to different people.

General Objective: 142 - Appreciate that individual and social needs can be met through work.

Behavioral Objective: b) The student will be able to identify the social problems that exist and explain how Marketing could assist in solving these problems.

Curriculum Considerations: Principles of Marketing (Introduction Section)

Resources	Activities	Evaluations
Teacher Textbook "Marketing and Economic Development" by Peter Drucker. In many Marketing readings books.	1. Lecture-Discussion on how Marketing relates to the needs of the individual and society.	Test on student's ability to identify social problems and to relate how Marketing could be used to aid with these problems.
	2. Brainstorming sessions on the problems of society and attempts to relate how Marketing could help to alleviate these problems.	Oral or written project evaluating the same as in test above.
	3. Read the article, "Marketing and Economic Development" by Peter Drucker and write a short report on how this relates to our problems today.	
	4. Panel of Marketing people talking on the problems that exist in our society and how they see Marketing's role in dealing with these problems.	

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: a) Student should explore the relationship between his leisure time activities and his occupation.

Curriculum Considerations: Field Study (Project Section)

Resources	Activities	Evaluations
Businessmen Periodicals	1. Through primary and secondary sources the student will make an examination of the types of leisure time activities entered into by persons in a specialized Marketing area and compare this to his own leisure time activities.	*
	2. Survey of persons in a specialized Marketing area to compare the leisure time activities of these people with the students own leisure time interests.	

Concept: V - Work means different things to different people.

General Objective: 143 - Understand that one's job or occupation can influence leisure time activities.

Behavioral Objective: b) Student will explore the leisure time activities of people working in the Retail field.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Student survey Resource person from Retailing Businessmen Interviews	1. Lecture-Discussion of the long and inconvenient work hours in the Retail field and show how this relates to the leisure time activities.	Student self-evaluation of activities in comparison to his interest. Evaluate the list by completeness.
	2. Research through primary and secondary sources the types and amount of leisure time activities entered by people in the Retail field.	
	3. Students are required to interview a number of people working in the Retail field and determine the type of leisure time activities that they are involved in. From this the student will make a list of these activities and turn in to the instructor.	

WORK WORLD

Grades 13-14
To be emphasized

Factors: Individual Psychological

Concept: V - Work means different things to different people.

General Objective: 181 - People will work for different reasons and receive different rewards.

Behavioral Objective: The student will realize that each person working in a Retail store is not working for the same rewards.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Retail employees State Employment Service	1. Interview people working in a Retail store to find out why they are working there. Why do they enjoy that type of work?	Comments made during discussions. Essay test question on Unit Test.
	2. Brainstorm reasons that people work in Retail stores.	
	3. Discuss the findings of this topic.	

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: a) Having chosen a career the student will identify each employment opportunity (What Employers).

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Wisconsin State Employment Service Chamber of Commerce Newspapers	1. Speaker (Wisconsin State Employment Service). Field trip to Employment Office.	*
	2. Speaker (Chamber of Commerce).	
	3. Brainstorm the opportunities.	
	4. Review Industrial Directory distributed by the Chamber of Commerce.	
	5. Review want ads in the newspapers.	

CAREER PLANNING

Grades 13-14
To be emphasized

Factors: Information Gathering

Concept: VI - Education and work are interrelated.

General Objective: 152 - Know where and how to apply for jobs.

Behavioral Objective: b) The student will prepare forms to include letters of application, résumé, and application blank; and conduct himself with confidence in an interview.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluation
Application blanks 16mm Films: "Job Interviews--Getting Started" (McGraw-Hill)	1. Prepare letter of application and résumé for a possible job opening.	* Observation on poise, ability to answer questions, and to ask questions.
"Your Job--Applying For It" (Coronet) (L.T.I. Career Information Center)	2. Fill in an application blank.	
	3. Role play a job interview.	
	4. Personnel Director to speak on things that he notices when interviewing potential employees.	

CAREER PLANNING

Grades 13-14
To be emphasized

Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 153 - Analyze the relationship between learning and earning through on-the-job experience.

Behavioral Objective: b) The student will realize the value of on-the-job training in relationship to learning.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Interviews with Retailers Periodicals	1. Through primary and secondary sources the student will learn the value of on-the-job experience as to its relationship to classroom learning. The student will put this information that he has gathered and put it in writing and give to the instructor.	Objectivity, validity and content.
	2. Lecture-Discussion.	

CAREER PLANNING	Grade 14	Factors: Training and Education
	To be emphasized

Concept: VI - Education and work are interrelated.

General Objective: 154 - Accept the concept of continuous education and training for enhancing and affecting one's career development potential.

Behavioral Objective: a) The student will become familiar with the idea that education and training are continuous for developing one's career potential.

Curriculum Considerations: Marketing Management (Training)

Resources	Activities	Evaluations
Cooperative businesses Businessmen	1. The student will select a company, get an organization chart and job descriptions, and relate the increased skills, etc. for career advancement. Prepare a report on the findings.	The report will be evaluated on: Clarity Conciseness Completeness Creativity Organization etc.
	2. The student will interview three high level managers and show how they advanced to their positions and get their opinions on continuous education and training. Prepare a report on the findings.	
	3. The student will go to two personnel offices and find out about the business's training programs, and prepare a report on the findings.	

CAREER PLANNING Grades 13-14 To be emphasized Factors: Training and Education

Concept: VI - Education and work are interrelated.

General Objective: 154 - Accept the concept of continuous education and training for enhancing and affecting one's career development potential.

Behavioral Objective: b) The student will realize that there is a need for continuous education to advance on the job.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Organizational charts Job descriptions Job analysis Interviews	1. Through the use of Organizational charts, the student will realize that there is a distinct level of jobs in the Retailing field.	Objectivity, validity and content of their findings.
Wisconsin State Employment Service 16mm Film: "Your Job--Getting Ahead" (Coronet) (L.T.I. Career Information Center)	2. The student will realize that additional learning must be evident to be promoted from one level to the next.	
	3. Interview executives in the Retailing field and find out how they got to that position.	
	4. Student panel discussion. (The students will do some research on this topic and present this to the rest of the class.)	
	5. Students will write a short paper on the topic of "The Need for Continuous Education for Advancement."	

WORK WORLD

Grade 13
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 182 - Understand the many occupational possibilities related to individual school subjects.

Behavioral Objective: The student will be able to explain the importance of the courses they take as they relate to their career opportunity.

Curriculum Considerations: Principles of Marketing (Introduction)

Resources	Activities	Evaluations
Teacher Copy of curriculum	1. Lecture-Discussion on the curriculum they are taking, indicating the reasons for the courses included. Special attention is given to the general education subjects.	For students' use and motivation within the classes. My effectiveness can be evaluated by the number of students who still come to ask why they have to take a certain course.

WORK WORLD

Grade 13
To be emphasized

Factors: Structure and Nature

Concept: VI - Education and work are interrelated.

General Objective: 183 - Understand that demands for certain professional, technical, skilled and service occupations are increasing.

Behavioral Objective: The student will be able to indicate the areas of occupational demand that are increasing.

Curriculum Considerations: Principles of Marketing (Introduction)

Resources	Activities	Evaluations
Teacher	1. Lecture-Discussion on the areas that are increasing and the areas that are decreasing, giving some projection of the future.	For student's use in career planning and is not formally evaluated.

WORK WORLD

Grades 13-14
To be emphasized

Factors: Social-Economic-Political

Concept: VI - Education and work are interrelated.

General Objective: 185 - Understand that continuous education and training will enhance one's career development potential.

Behavioral Objective: The student will realize that competition in Retailing is increasing considerably; therefore, to be successful they are going to need skilled people who are willing to stay up to date through continuous education and training.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Retailers Interviews Training programs Who's Who	1. Interviews with businessmen to determine the need for continuous education and training.	Comments made during discussions.
	2. Look at training programs and see how often the trainee is to attend seminars.	
	3. Look up some prominent Retailers in Who's Who and list how much education these people had.	
	4. Class discussion of the research done on this topic.	

Concept: VI - Education and work are interrelated.

General Objective: 186 - Understand that one's education and training will affect his employability potential.

Behavioral Objective: Having selected a career the student will state the requirements needed for employment for that job and what is required by industry before he will be considered for that job.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Periodicals Businessmen Interviews	1. Research the primary and secondary sources to determine the education and training necessary for the chosen career.	*

SELF

Grades 13-14
To be emphasized

Concept: VII - Individuals differ in their interests, abilities, attitudes and values.

General Objective: 144 - Formulate job expectations that are consistent with his personal attributes.

Behavioral Objective: The student will relate his personal attributes to the job expectations of a specialized Marketing area.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Guidance Counselor Wisconsin State Employment Service	1. Brainstorming the various Marketing jobs.	*
Tests: Kuder Preference Inventory Strongs Preference Inventory General Aptitude Test Battery Henman-Nelson Intelligence Test Stanford Achievement Test	2. Student will prepare a list through self evaluation of his personal attributes using whatever outside sources he has available, such as interest tests, peer evaluations, etc.	
Businessmen Interviews Speakers	3. The student will determine what the job expectations are in his chosen career.	

CAREER PLANNING   Grade 13   Factors: Information Gathering
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 155 - Recognize that technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: b) The student will be able to indicate the areas of technological change that have affected Marketing and indicate how some of the job requirements have changed.

Curriculum Considerations: Principles of Marketing (Introductory Section)

Resources	Activities	Evaluations
Teacher Textbook	1. Lecture-Discussion on the areas of technological changes and their effect on Marketing.	Test including listing the changes and indicating the changes then required of Marketing personnel.
	2. Student goes to a business or industry and finds out how technological change has affected the Marketing area and prepare a report on the findings.	Evaluate report on: Content Clarity Conciseness Organization Creativity etc.

CAREER PLANNING

Grades 13-14
To be emphasized

Factors: Information Gathering

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 155 - Recognize that technological change may affect employment opportunities and task requirements of various occupations.

Behavioral Objective: c) The study will discover some of the technological changes in the country and show how these will change the Retailing field.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Educational Resource Center	1. Brainstorm the technological changes in the country.	Test questions on Unit Test.
Textbooks		Comments made during discussion.
Businessmen Interviews		
	2. Small group discussions on how each of these changes will affect Retailing.	
	3. Each student will bring to class one technological change that has come about recently and explain how this affected Retailing.	

CAREER PLANNING		Grades 13-14		Factors: Information Gathering
To be emphasized

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 156 - Become familiar with employment trends and plan accordingly.

Behavioral Objective: The student will become familiar with employment trends in Retailing.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Outside speaker Interviews Periodicals Textbooks	1. The student will become familiar with trends and realize what caused these trends.	Test question on Unit Test. Information used to make predictions as to source and validity.
	2. The student will list some of the changes in employment and try to predict what will be in the future.	

WORK WORLD

Grade 13
To be emphasized

Factors: Social, Economic, Political

Concept: VIII - Occupational supply and demand has an impact on career planning.

General Objective: 187 - Understand that production, distribution, and consumption relate to jobs and the economic structure.

Behavioral Objective: The student will be able to explain the relationship of production, distribution and consumption as they relate to jobs and the economic structure.

Curriculum Considerations: Principles of Marketing (Introduction)

Resources	Activities	Evaluation
Teacher	1. Lecture-Discussion of the economic cycle and how production, distribution, and consumption affect this cycle.	Write a report. Evaluate the report on: Creativity Depth of content Conciseness Completeness Organization etc.
"Marketing and Economic Development" by Peter Drucker	2. Read Peter Drucker's article "Marketing and Economic Development" and report on your findings.	
"Marketing Myopia" by Theodore Levitt	3. Read Theodore Levitt's article "Marketing Myopia" and report on your findings as it relates to the objective.	
Record: "Nothing Happens Until Somebody Sells Something" by Red Motley	4. Listen to Red Motley's record "nothing Happens Until Somebody Sells Something" and report on what happens.	

WORK WORLD

Grades 13-14
To be emphasized

Factors: Structure and Nature

Concept: IX - Job specialization creates interdependency.

General Objective: 189 - Understand the need for cooperation among workers.

Behavioral Objective: The student will realize that a successful Retail operation requires cooperation among employees.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Jobs listed in Objective 139 Interview employees Department store	1. From the list of jobs needed in a Retail store as organized in Objective 139, the students will discuss how each of these employees work together to achieve the same overall goal (to sell merchandise and to maximize profits).	Comments made during discussions. Test question (essay). Completeness of report.
	2. Interview with Retail employees and observe the employees to see how they all work together.	
	3. Field Trip through a large department store to see how all of the jobs and employees fit together. The student will write a short report on what they saw on the tour.	

WORK WORLD　　Grade 14　　Factors: Structure and Nature
To be emphasized

Concept: IX - Job specialization creates interdependency.

General Objective: 190 - Understand and appreciate the need for cooperation between employees and employers.

Behavioral Objective: The student will be able to explain the need for cooperation between employee and employer, and how the participative management system achieves this.

Curriculum Considerations: Marketing Management (Techniques of Management)

Resources	Activities	Evaluations
Teacher Periodicals Managers Employees	1. Research the participative management system and report on the results that can be expected.	Report on the findings. Evaluate the following: Organization Sources of information Creativity Content depth etc.
	2. Lecture-Discussion on participative management.	
	3. Find a well-run organization, interviewing managers and employees on the importance of good employer--employee relations.	

CAREER PLANNING

Grades 13-14
To be emphasized

Factors: Family, Peer and
Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: a) Having selected an occupational field in Marketing, the student will identify the relationships between geographical locations and job opportunities.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Chamber of Commerce Government agencies Employment agencies	1. Research the occupational area for job opportunities locally, statewide, nationally and internationally using statistics available from various associations, Chamber of Commerce and Government.	*

CAREER PLANNING   Grades 13-14   Factors: Family, Peer, and
To be emphasized   Community

Concept: X - Environment and individual potential interact to influence career development.

General Objective: 157 - Recognize and accept that his career choice may be influenced by job opportunities in his geographic area.

Behavioral Objective: b) The student will be aware of the fact that some positions in Retailing will require a move into a different geographic area.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Interviews with businessmen	1. Lecture-Discussion: There is a large amount of relocation involved in some Retail positions.	Comments made during discussion.
Newspapers		Sources used, validity and content of research.
Chamber of Commerce		
Occupational Outlook Handbook	2. Through primary and secondary sources the student will determine what type of jobs are available in this geographic area.	

Grades 13-14
To be emphasized

Concept: XI - Occupations and life styles are interrelated.

General Objective: 149 - Understand that career planning has an effect on one's life style.

Behavioral Objective: The Retailing field will affect the life style that you will be engaged in.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Outside speaker Interviews with Retailers Textbooks Periodicals	1. Lecture-Discussion on the life style of people in various positions in the Retail field. 2. Research through primary and secondary sources the life style of the various positions in the Retail field. 3. Panel discussion of past graduates, or businessmen to speak on this topic. 4. Individual conferences with teacher and student.	Student self-evaluation of the satisfaction they can get from this life style.

WORK WORLD

Grade 14
To be emphasized

Factors: Individual,
Psychological

Concept: XI - Occupations and life styles are interrelated.

General Objective: 194 - Understand that career planning has an effect on one's life style.

Behavioral Objective: The student will be able to state the relationships between job satisfaction and mental health.

Curriculum Considerations: Marketing Management (Motivation)

Resources	Activities	Evaluations
Books: How to Stop Worrying and Start Living by Dale Carnegie The Power of Positive Thinking by Dr. Norman Vincent Peale	1. The student will research the areas that cause job dissatisfaction and try to identify ways to alleviate these causes.	Reports on the activities to be evaluated by: Completeness Sources Organization Creativity etc.
	2. Read one of the two books listed in the resources and report on how they could assist in job satisfaction.	
	3. Speaker to talk on major causes of job dissatisfaction and what can be done to overcome these causes.	

CAREER PLANNING | Grade 13 To be emphasized | Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 159 - Recognize career horizons through participation in simulated activities and work situations.

Behavioral Objective: The student will be made aware of the DECA organization and its opportunities to explore career areas through participation in the various club activities.

Curriculum Considerations: Principles of Marketing (Introduction)

Resources	Activities	Evaluations
Teacher--past DECA Members--present DECA	1. Lecture-Discussion on DECA, what it is, what it does.	Student's own use - Watch the membership of DECA.

CAREER PLANNING Grades 13-14 Factors: Information Gathering
To be emphasized

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: Within the Marketing field, the student will list several
a) job alternatives that could utilize his talents.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Businessmen U.S. Office of Education	1. Brainstorm the jobs available in the Marketing field.	*
	2. Students list alternatives.	
	3. Interview a businessman in the chosen field.	
	4. Study of job clusters.	

CAREER PLANNING — Grades 13-14, To be emphasized — Factors: Training and Education

Concept: XII - Individuals can learn to perform adequately in a variety of occupations.

General Objective: 161 - Identify several satisfying job alternatives that could utilize his talents.

Behavioral Objective: b) The student will list several satisfying jobs in the Retail field that could utilize his talents.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Jobs listed in Objective 39 Interviews Job descriptions Job analysis	1. From the list of Retail occupations that was put together in Objective 39 the student will choose all of the jobs that he would enjoy.	Student self-evaluation.
Occupational Outlook Handbook	2. Through primary and secondary sources the student will determine the jobs in the Retail field that he would be satisfied doing.	
	3. Lecture-Discussion on the fact that a "challenge" is necessary to be completely content and enjoy your work.	

CAREER PLANNING Grades 13-14 Factors: Training and Education
To be emphasized

Concept: XIII - Career development requires a continuous and sequential series of choices.

General Objective: 168 - Realize that many occupations offer a series of advancement opportunities.

Behavioral Objective: The student will realize that there is a series of advancement opportunities in the Retail field.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Organizational charts Training programs Outside speakers Businessmen Interviews	1. The students will gather as many Organizational charts as possible in the Retail field. They will then see that there are many levels of jobs and there is a series of advancements, through a lecture-discussion.	Test questions. Validity of comments during discussions.
	2. The student will study a training program of a store to realize the requirements of advancement to Management positions.	
	3. Small group discussions.	

WORK WORLD	Grades 13-14	Factors: Social-Economic-
To be emphasized	Political

Concept: XIV - Various groups and institutions influence the nature and structure of work.

General Objective: 199 - Understand the direct and indirect influence exerted upon the nature and structure of work by (a) Laws (b) Labor-management (c) Professional Associations, and (d) Licensing requirements.

Behavioral Objective: The student will realize the influence of laws, labor-management, professional associations, and licensing requirements upon the Retail operation.

Curriculum Considerations; Retailing

Resources	Activities	Evaluations
Books Periodicals Businessmen Interviews Small Business Association	1. The student will do a research project on a labor or management association and examine the state requirements to obtain a license in a Retail organization.	Grade project for objectivity, validity, and content. Comments made during discussion.
	2. Lecture-Discussion on each topic.	

SELF

Grades 13-14
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: a) The student will identify and show evidence of utilization of the resources available for completing a project on a chosen career.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
State Employment Service	1. Lecture-discussion.	*
Guidance Department		
Private Employment Agencies	2. Brainstorming the resources available.	
Librarian		
Learning Resource Center		
Chamber of Commerce	3. Research to determine the resources available. (Students spend time in the library to determine for themselves what sources are available.)	
Specialized Associations		
Businessmen		
	4. Preparation of a project on their chosen career utilizing some or all of the available resources.	

SELF

Grade 13
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 150 - Become acquainted with and utilize resources available for career planning.

Behavioral Objective: The student will be able to identify resources which will
b) help him in personal career planning.

Curriculum Considerations: Principles of Marketing (Introduction to Course)

Resources	Activities	Evaluations
Teacher Guidance counselors Advisors Business people *Dictionary of Occupational Titles* Job descriptions	1. Lecture-Discussion on ways of finding out more information about specific job areas within the Marketing area.	For student use only in aiding with his own career planning.

SELF

Grades 13-14
To be emphasized

Concept: XV - Individuals are responsible for their career plannings.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: a) Having chosen a career the student will be able to identify the methods to gain entry level skills.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Book: Dictionary of Occupational Titles Job descriptions Businessmen Interviews Speakers	1. Research the field through primary and secondary sources to identify the entry level skills and means of achieving these skills for the student's chosen career.	*

SELF

Grades 13-14
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: b) Having chosen a career the student will be able to identify the sequence of steps to be taken from the entry level to his goal and identify the additional skills necessary to the achievement of the goal.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Businessmen Interviews Speakers	1. Research the field through primary and secondary sources to identify all the possible steps to achieve his career goal.	
Post graduates		
Job descriptions		
Dictionary of Occupational Titles	2. Prepare a chart showing the steps determined in the above (1) activity and include this in the project.	
Organization charts		
Tape: "Goal Centered Life" (Earl Nightingale)	3. Brainstorm the areas to determine the steps and skills necessary to achieve the career goal and include the results in the project.	
	4. Panel discussion of businessmen to determine the steps and skills necessary to achieve the career goal and include the results in the project.	

CAREER PLANNING | Grades 13-14
To be emphasized | Factors: Information Gathering

Concept: XV - Individuals are responsible for their career planning.

General Objective: 171 - Understand the relationship between personal attitudes in high school and employability.

Behavioral Objective: The student will use his own evaluation on his abilities, interests, and values and compare these with the characteristics of his career choice.

Curriculum Considerations: Field Study (Project Portion)

Resources	Activities	Evaluations
Measuring instruments done previously by the students	1. Determine characteristics of the career choice.	*
Businessmen Interviews	2. Relate the student's abilities to his career choice characteristics.	

SELF | Grade 13
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 151 - Determine and pursue educational and/or occupational plans.

Behavioral Objective: c) The student will identify the path to pursue in the achievement of his educational and occupational plans.

Curriculum Considerations: Principles of Marketing (Introduction)

Resources	Activities	Evaluations
Job descriptions Organization charts	1. The student will try to identify an occupational goal and plan the educational needs and occupational steps to the goal achievement.	For student use and will not be evaluated formally. Informal evaluation through individual interview with advisor, counselor, or teacher and student.

WORK WORLD

Grades 13-14
To be emphasized

Factors: Structure and Nature

Concept: XV - Individuals are responsible for their career planning.

General Objective: 201 - Recognize that there is a line of advancement which requires personal adjustment.

Behavioral Objective: The student will recognize that some personal adjustment is required for promotion.

Curriculum Considerations: Retailing

Resources	Activities	Evaluations
Training programs Businessmen Periodicals Textbooks 16mm Films: "Your Job--Getting Ahead" (L.T.I. Career Information Center)	1. Study training programs from chain stores to determine the steps necessary to get to a management position; to include--types of work, transfers from one location to another, length of program, etc.	Test question on a Unit Test. Comments during discussion.
	2. Interviews with Retailers to determine the steps necessary for a management position.	
	3. Guest speaker from a major department store in the area.	
	4. Panel of businessmen from the community. (A class discussion will follow.)	

Grade 14 Factors: Structure and Nature
To be emphasized

Concept: XV - Individuals are responsible for their career planning.

General Objective: 202 - Recognize that there is a relationship between advancement and willingness to accept responsibility.

Behavioral Objective: The student will be able to explain the relationship between advancement and willingness to accept responsibility.

Curriculum Considerations: Marketing Management (Training)

Resources	Activities	Evaluations
Organization charts Job descriptions Businessmen	1. The student will select an organization and determine the increase in responsibility of the jobs, as indicated by the organization chart, by analyzing the job descriptions and report on the findings.	Evaluate a report as to: Content Sources Creativity Organization etc.
	2. Business speaker to talk on the necessity of accepting responsibility in order to advance in an organization.	
	3. Interview managers in three businesses on the relationship of advancement and accepting additional responsibility.	

CAREER PLANNING

Grade 13
To be emphasized

Factors: Training and Education

Concept: XVI - Job characteristics and individuals must be flexible in a changing society.

General Objective: 172 - Recognize and accept that environmental and social change require the ability to adjust.

Behavioral Objective: The student will be able to identify environmental and social changes that are occurring that require personal adjustment in the Marketing field.

Curriculum Considerations: Principles of Marketing (Introduction)

Resources	Activities	Evaluations
Teacher Business people Speakers Textbook	1. Lecture-Discussion on the changes occurring and their effect on Marketing.	Test listing the changes and explaining their effects.
	2. Brainstorming the areas of social and environmental changes and their effects on Marketing.	
	3. Panel of businessmen speaking on social and environmental changes that have and are occurring, and the changes that business is making or has made because of these changes.	

THE
BLUEPRINT
FOR
IMPLEMENTING
CAREER EDUCATION

Developed By:

The Career Education Center
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August, 1973

*

INTRODUCTION

This blueprint is a plan that all educators may follow in creating a system of articulation which can reach the following goals of Career Education.

I. To create attitudes in educators which will permit successful learning experiences for all students.

II. To establish cooperating partnerships between education and the other segments of society.

III. To provide all students with adequate information and decision making skills with which they will be able to enter careers by choice rather than chance.

IV. To expand educational opportunities to include all learning domains: doing (psychomotor), feeling (affective), and thinking (cognitive).

V. To develop learning opportunities appropriate to the career development stage of each student.

VI. To integrate academic and vocational education pre-school through adult.

VII. To include students learning experiences outside of the curriculum when planning and implementing the educational process.

VIII. To infuse community resources into educational programs which will produce education that is relevant and accountable.

WHAT IS CAREER EDUCATION?

It is an idea that requires educational reform.

Persons or educational systems that desire to meet the needs of all students need to understand the complexity and the comprehensiveness of this call for educational change.

The best short "definition of Career Education" is life skill learning.

There are four basic elements that provide the foundation for building Career Education: 1. Career Development; 2. Academic-Vocational Education; 3. Other Learning Experiences; 4. Societal Inputs Into Education.

These elements reach the learners through two programs: 1. Guidance; 2. Instruction.

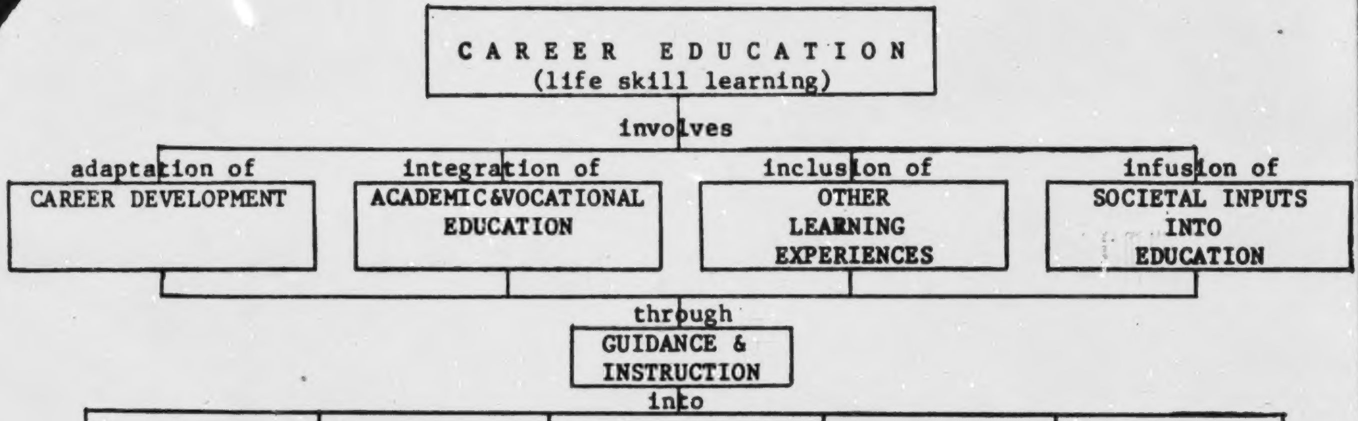
Persons responsible for implementing Career Education activities need to use the six components as the organizational structure: 1. Self; 2. Work World; 3. Career Planning & Preparation; 4. Curriculum; 5. Placement; 6. Community.

The learner level activities can be related to the four developmental phases that the learner needs to progress through: 1. Attitudes; 2. Orientation; 3. Exploration; 4. Preparation.

Finally there are the many facets of Career Education (Speakers, Field Trips, Guide Implementation, etc.) which complete the process that provides the learner with the activities and experiences necessary for him to become an employable well adjusted person.

The many facets of Career Education are best implemented through sound instructional and guidance methods that humanize and personalize learning opportunities for all. Among these are contract learning, individualized instruction and the open classroom technique.

On the following chart, the facets are identified according to their relationship in value to each component: A = Major; B = Minor; L = Limited.


CAREER EDUCATION
(life skill learning)
involves
adaptation of
CAREER DEVELOPMENT
integration of
ACADEMIC&VOCATIONAL EDUCATION
inclusion of
OTHER LEARNING EXPERIENCES
infusion of
SOCIETAL INPUTS INTO EDUCATION
through
GUIDANCE & INSTRUCTION
into

	SELF	WORK WORLD	CAREER PLANNING & PREP.	CURRICULUM	PLACEMENT	COMMUNITY
ATTITUDES	COUNSELING - A TESTING - B HANDS-ON - A IN-SCH. JOB -A SPEAKERS - B RESEARCH - L REPORT - B GUIDE IMP. - B	SPEAKERS - B HANDS-ON - B FIELD TRIP - B RESEARCH - B REPORT - B GUIDE IMP. - B	SPEAKERS - B HANDS-ON - L FIELD TRIP - L RESEARCH - B REPORT - B GUIDE IMP. - L	SPEAKERS - B HANDS-ON - A FIELD TRIP - B RESEARCH - A REPORT - A GUIDE IMP. - A	IN-SCH. JOB -A CLASSROOM PLACEMENT - A	SPEAKERS - A HANDS-ON - L FIELD TRIP - ADVISORY COMMITTEE -
ORIENTATION	COUNSELING - A TESTING - A HANDS-ON - A IN-SCH. JOB -A SPEAKERS - A RESEARCH - B REPORT - B GUIDE IMP. - B	SPEAKERS - A HANDS-ON - B FIELD TRIP - A RESEARCH - B REPORT - B GUIDE IMP. - B	SPEAKERS - B HANDS-ON - L FIELD TRIP - L RESEARCH - B REPORT - B GUIDE IMP. - B COURSE SEL. -B	SPEAKERS - A HANDS-ON - A FIELD TRIP - A RESEARCH - A REPORT - A GUIDE IMP. - A COURSE SEL. -L	IN-SCH. JOB -A CLASSROOM PLACEMENT - A COURSE SEL. -A	SPEAKERS - A HANDS-ON - B FIELD TRIP - ADVISORY COMMITTEE -
EXPLORATION	COUNSELING - A TESTING - A RESEARCH - A REPORT - A GUIDE IMP. - B	SPEAKERS - A FIELD TRIP - A GUIDE IMP. - B RESEARCH - A REPORT - A OUT-OF-SCHOOL JOB - A TEST/GATB - B	SPEAKERS - B FIELD TRIP - B GUIDE IMP. - B RESEARCH - B REPORT - B TEST/GATB - L COURSE SEL. -A	TEST/GATB - B MAN. SURVEY -L FOLLOW-UP - L SPEAKERS - B FIELD TRIP - B RESEARCH - A REPORT - A GUIDE IMP. - A COURSE SEL. -B	PART-TIME JOB PLACEMENT - A TEST/GATB - B COURSE SEL. -A	SPEAKERS - A FIELD TRIP - OUT-OF-SCHOOL JOB - A PART-TIME JOB - A ADVISORY COMMITTEE -
PREPARATION	COUNSELING - A TESTING - A RESEARCH - A REPORT - A GUIDE IMP. - B G.E.D - B	SPEAKERS - B FIELD TRIP - B RESEARCH - B REPORT - B GUIDE IMP. - B COOP JOB - B MAN. SURVEY -B	SPEAKERS - A FIELD TRIP - A RESEARCH - A REPORT - A GUIDE IMP. - B COOP JOB - A JOB SK. TR. -A G.E.D. - B MAN. SURVEY -A COURSE SEL. -A	SPEAKERS - B FIELD TRIP - B RESEARCH - B REPORT - B GUIDE IMP. - A COOP JOB - A JOB SK. TR. -A G.E.D. - A FOLLOW-UP - A MAN. SURVEY -A COURSE SEL. -A	G.E.D. - A FOLLOW-UP - A MAN. SURVEY -A FULL- & PART-TIME JOB PLACEMENT - A ADVANCE TRAIN. PLACEMENT - A COURSE SEL. -A	ADVISORY COMMITTEE - FOLLOW-UP - A MAN. SURVEY - G.E.D. - L FULL- & PART-TIME JOB PLACEMENT - SPEAKERS - A FIELD TRIP -

AN EMPLOYABLE, WELL ADJUSTED PERSON

Career Education Center
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Sheboygan, WI 53081

Career Education Model

(COMPONENT EXPANSION)

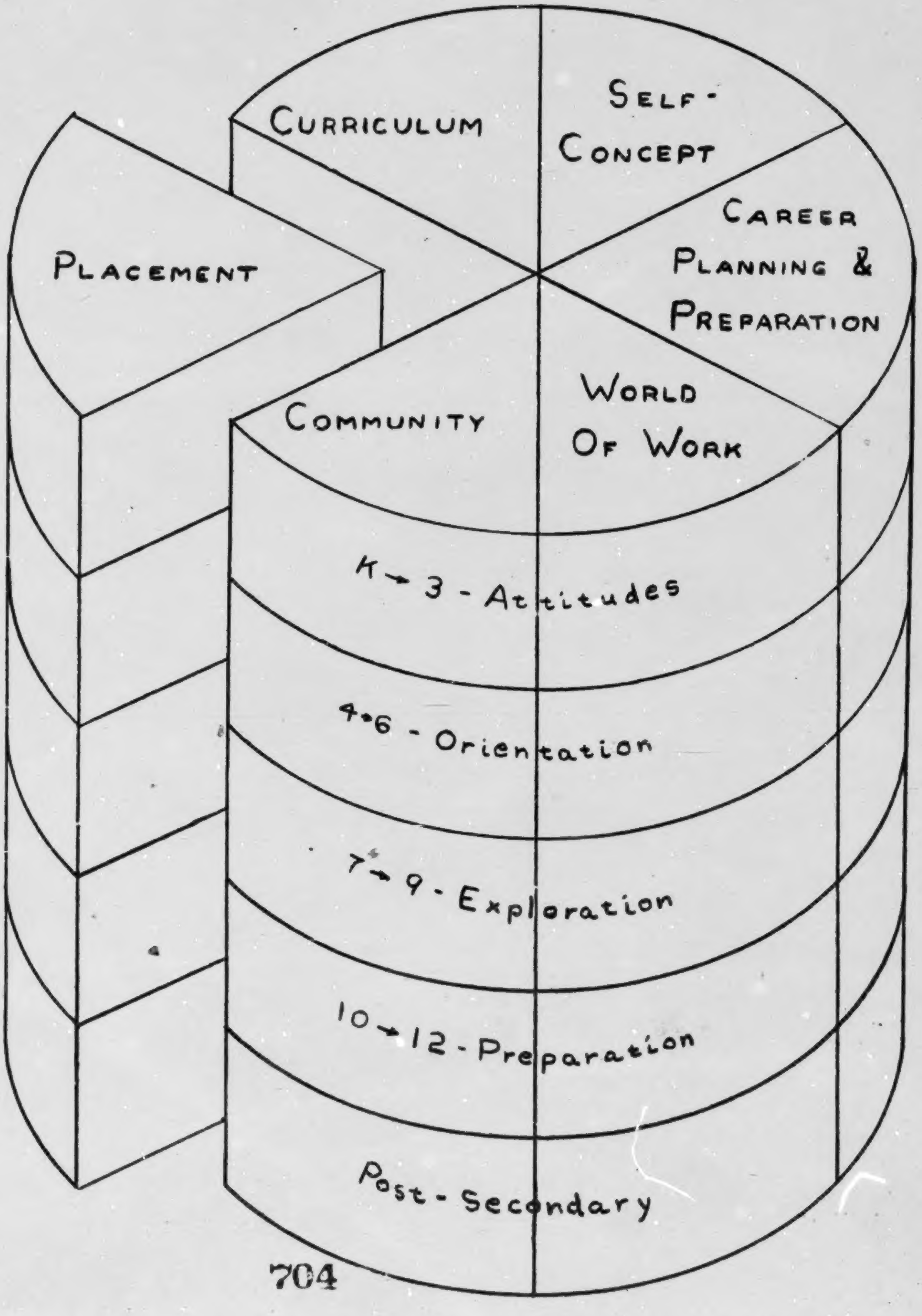

CURRICULUM
SELF-CONCEPT
CAREER PLANNING & PREPARATION
PLACEMENT
COMMUNITY
WORLD OF WORK
K → 3 - Attitudes
4-6 - Orientation
7 → 9 - Exploration
10 → 12 - Preparation
Post-Secondary

TABLE OF CONTENTS

Page

THE CAREER EDUCATION MODEL 1

TABLE OF CONTENTS 2

INTRODUCTION 3

CAREER PLANNING & PREPARATION 4

COMMUNITY 5

CURRICULUM 6

PLACEMENT 7

SELF-CONCEPT 8

WORLD OF WORK 9

INTRODUCTION

The Career Education Model is presented as a graphic description of Career Education. For effective implementation, the component parts of the model require input by parents, teachers, counselors, administrators, school boards, business, industry, government and the church.

This Career Education Model identifies six major components that can be used to plan and organize for the implementing of Career Education. Most concepts and activities crucial to establishing Career Education are not only developmental, pre-school through adult, but are infused through all six of these components.

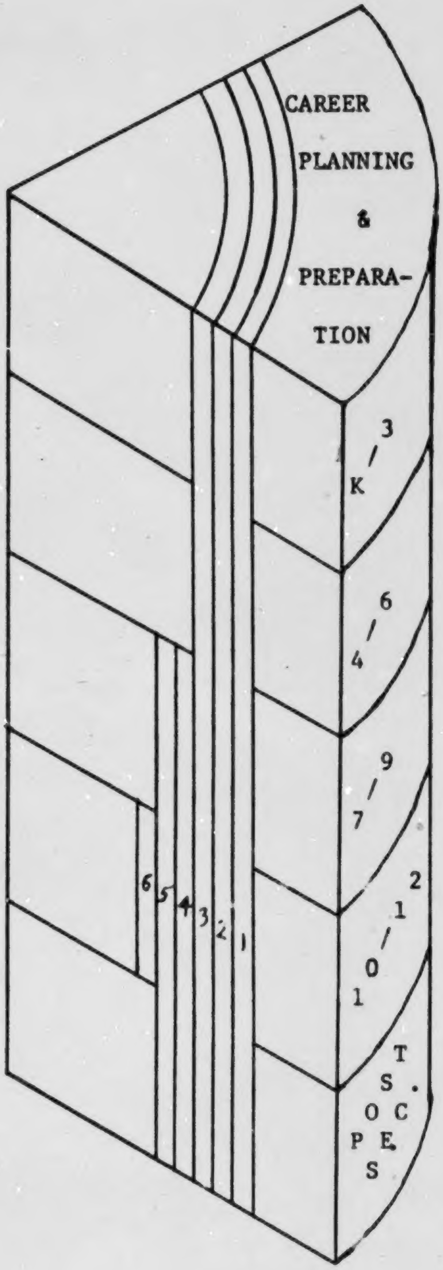
These six components are presented to show the vast scope and sequence of some of the activities necessary to implement Career Education. The project activities identified are usually very important to all six components, but we have listed them with only the most important component.

Implementation of any Career Education Model will require district-wide commitment to the Career development philosophy. Full-time leadership and responsibility must be provided by dedicated professionals in order to implement Career Education components.

CAREER PLANNING & PREPARATION

Career Planning & Preparation is a continuous decision making process from infant fantasy into reality. For freedom of choice, the individual must have continuous relevant information about himself, the world of work and educational opportunities. This decision making process identifies appropriate preparation for his chosen Career.

PROJECT ACTIVITIES



K-14

1. Implement Career Education Curriculum Guide.
2. Provide information to students about themselves and the world of work.
3. Implement a Speakers Program.

7-14

4. Provide WISC, post-secondary and other training opportunities information.
5. Establish W.S.E.S. Job Bank.

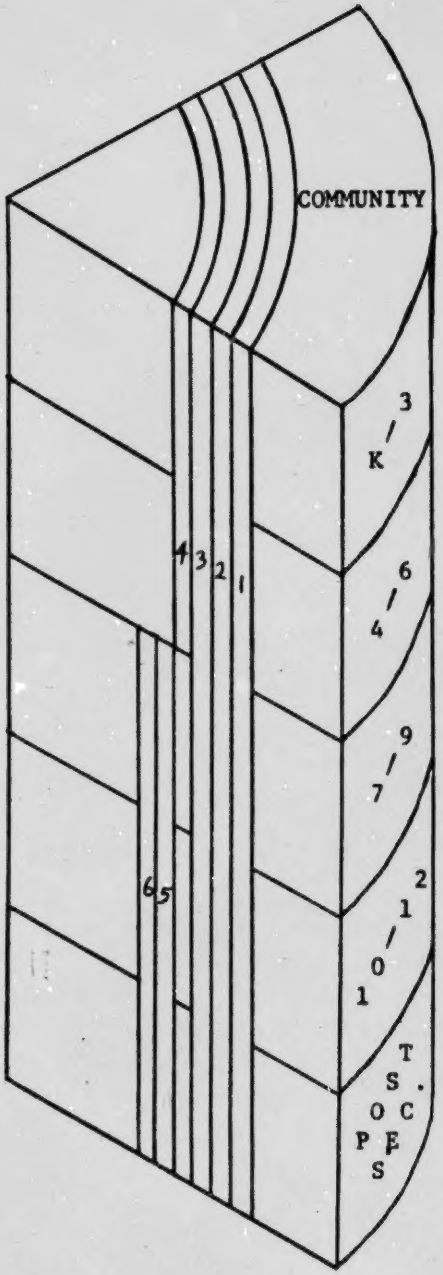
10-12

6. Provide Job Entry Level Skill Training.

COMMUNITY

The Community component in Career Education provides an opportunity for input into the educational system. Parents, government, business, industry and the church have important contributions to make in establishing continuous relevancy in education.

PROJECT ACTIVITIES



K-14

1. **Establish counselor contact with business, industry, government and the church.**
2. **Establish teacher contact with parents. (P.T.A., etc.)**
3. **Implement a Speakers Program.**

K-6

4. **Establish a "Hands-On" Program relating skills to workers from business and industry.**

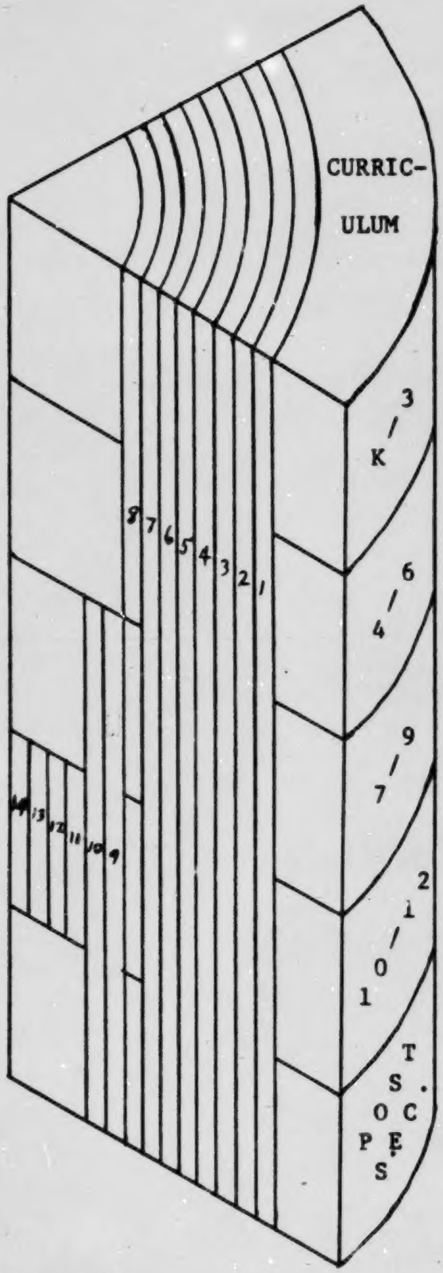
7-14

5. **Establish meetings between county personnel associations, counselors and Wisconsin State Employment Service.**
6. **Establish meaningful, well-planned field trips to business and industry.**

CURRICULUM

The Curriculum involves all teachers and all school personnel in the implementation of Career development concepts and appropriate skill training for all students. A Career Education Curriculum reaches out into the community to obtain information in order to meet the needs of all students.

PROJECT ACTIVITIES



K-14

1. Conduct in-service training.
2. Develop a Career Education Curriculum Guide.
3. Establish a steering committee for each school.
4. Develop Career Education role definitions for all school personnel.
5. Select curriculum articulation committee participants.
6. Planning objectives for field trip visits to business and industry.
7. Preparing for classroom speakers with classroom research and discussions.

K-6

8. Establish "Hands-On" experiences in classroom instruction that uses concrete materials.

7-14

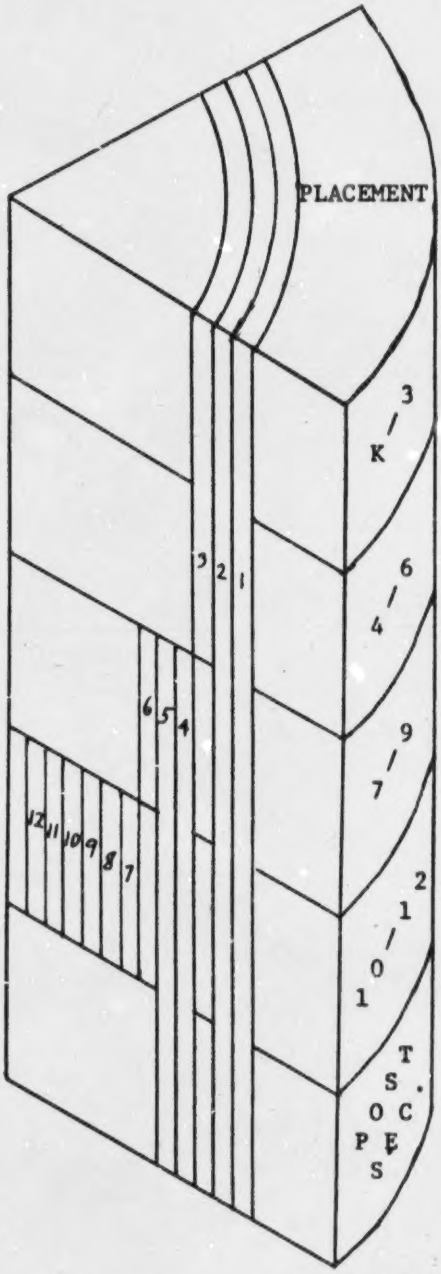
9. Participate in conducting an area manpower survey.
10. Establish G.A.T.B. testing program.

10-12

11. Select top level management committees.
12. Secure a joint mission statement from secondary and post-secondary schools.
13. Develop a plan for faculty and facility sharing between secondary and post-secondary schools.
14. Conduct a follow-up study of high school graduates.

PLACEMENT

Placement is a continuous process throughout an individual's educational experience. It is a vehicle that allows each individual to reach his maximum potential by providing him with knowledge of himself, educational and Career opportunities.



PROJECT ACTIVITIES

K-14
1. Develop Placement Centers.
2. Create student awareness of W.S.E.S.

K-6
3. Develop a placement system for students into jobs within the school setting.

7-14
4. Develop a placement system for students of full- and part-time jobs.
5. Establish G.A.T.B. testing program.

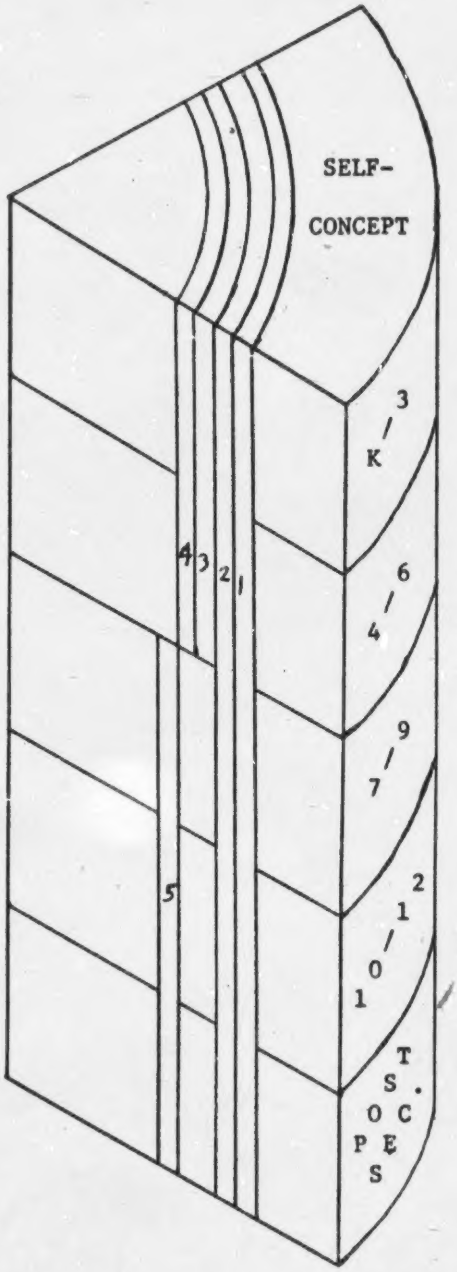
7-9
6. Identify students for a work experience program.

10-12
7. Identify students for job skill training program.
8. Identify students that may wish to be slotted into existing programs at Lakeshore Technical Institute.
9. Promote advanced placement at Lakeshore Technical Institute.
10. Conduct a follow-up study of high school graduates.
11. Establish a "Job Opportunity Day" for all high school seniors.
12. Establish W.S.E.S. Job Bank in Career Information Centers.

SELF-CONCEPT

The Self-Concept component involves a person's understanding of his abilities, interests and attitudes. Continuous development of a positive self-image is essential for the individual to develop a mature Career identity.

PROJECT ACTIVITIES



K-14
1. Implement Career Education Curriculum Guide.
2. Establish Career Information Centers.

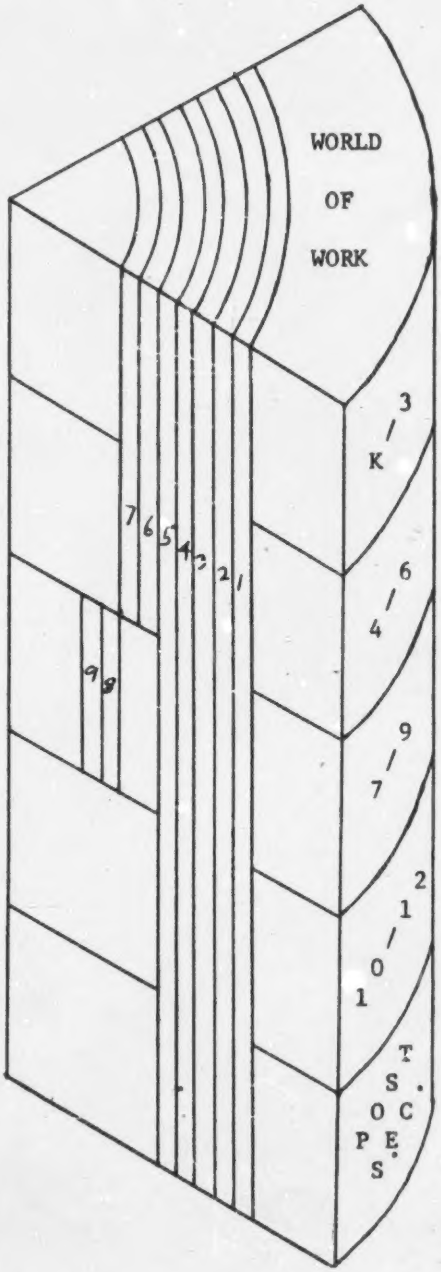
K-6
3. Develop Placement programs.
4. Develop a "Hands-On" program.

7-14
5. Establish G.A.T.B. testing program.

WORLD OF WORK

The World of Work component identifies information and experiences needed by the individual to understand Career opportunities.

PROJECT ACTIVITIES



K-14

1. Implement Career Education Curriculum Guide.
2. Establish Career Information Centers.
3. Develop a Speakers Program.
4. Promote part-time jobs for educators in business and industry.
5. Develop a field trip program.

K-6

6. Develop a Placement Program.
7. Develop a "Hands-On" Program.

7-9

8. Establish work experience program.
9. Establish W.S.E.S. Job Bank in Career Information Centers.